DOCUMENT RESUME

ED 078 980 RC 007 087

AUTHOR	Rosenbluth, Henry; And Others
TITLE	Fort Sill ORBS Survey.
INSTITUTION	Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
PUB DATE	Jul 73
NOTE	124p.; Pages 91-97 of the original document are copyrighted and therefore not available
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Academic Achievement; *American Indians; *Boarding Schools; Counseling Services; Curriculum Development; *Educational Objectives; *Evaluation; Federal Programs; *Nonreservation American Indians; School Administration
IDENTIFIERS	*Fort Sill Off Reservation Boarding School; Oklahoma

ABSTRACT

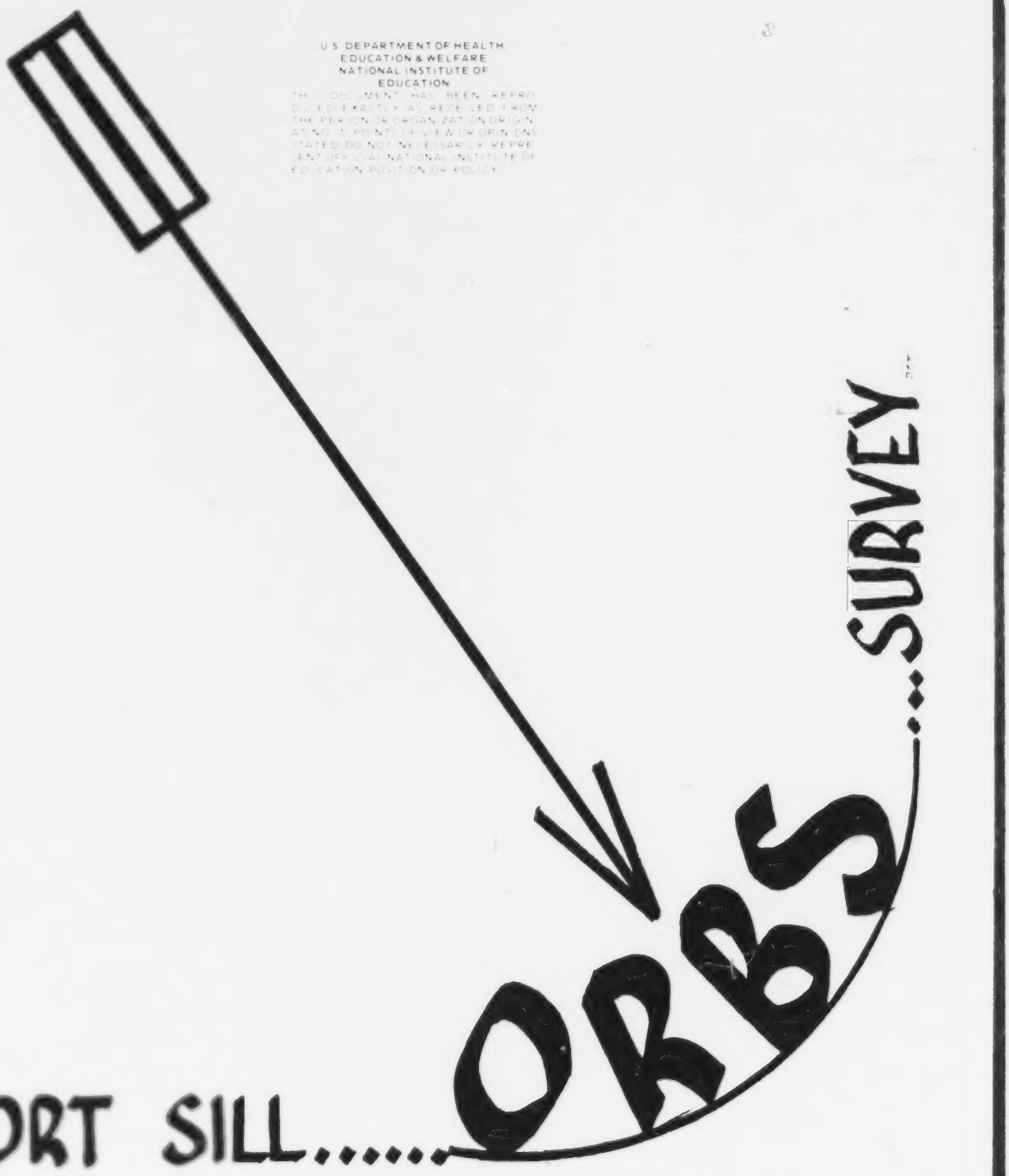
The purpose of this evaluation is to provide an understanding of the educational environment at the Fort Sill Indian School and to exert positive influence for change. The Bureau of Indian Affairs (BIA) school's philosophy, goals, administrative management, and staffing are explained. Various aspects of the school program are examined and recommendations made in the following areas: curriculum, mathematics and science, language arts, social sciences, industrial arts and home economics, dormitory living, out-of-class activities, cultural arts, athletic program and physical education, food service, enrollment accounting, and facilities. Program alternatives, including contracting, are described and recommendations are made. Questionnaires used in the study are appended with additional information on the BIA school. (PS)

FILMED FROM BEST AVAILABLE COPY

RESEARCH AND EVALUATION REPORT SERIES NO. 19

ED 078980

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.



070827

UNITED STATES DEPARTMENT OF THE INTERIOR

Rogers C. B. Morton, Secretary

Marvin Franklin, Assistant Secretary for Indian Affairs

William J. Benham, Director
Office of Indian Education Programs

Warren I. Tiffany, Acting Administrator
Indian Education Resources Center

INDIAN EDUCATION RESOURCES CENTER
DIVISION OF EVALUATION AND PROGRAM REVIEW
DIVISION OF EDUCATIONAL PLANNING AND DEVELOPMENT
P. O. BOX 1788
ALBUQUERQUE, NEW MEXICO 87103

JULY 1973

United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
OFFICE OF EDUCATION PROGRAMS
FIELD SERVICES OFFICE
P.O. BOX 1788
ALBUQUERQUE NEW MEXICO 87103

IN REPLY REFER TO

July 2, 1973

Memorandum

To : Director of Indian Education Programs
Area Director, Anadarko Area Office
School Board, Ft. Sill Indian School
Superintendent, Ft. Sill Indian School

From : Chairman, Ft. Sill Indian School ORBS Survey Team

Subject: Ft. Sill Indian School ORBS Survey Report

I am pleased to submit the FSIS Report. It represents long and careful deliberations of the Survey Team over a two-month period, plus the advice and assistance of a host of education technicians.

We were particularly privileged to have had the services of the Haskell Indian Junior College faculty for the curriculum review; goals and staff analyses from Drs. George Underwood and Bruce Howell of Tulsa, and the help of Mr. Lloyd New, Director of the Institute of American Indian Arts.

A special analysis of the boarding school pupil and his unique problems was presented to the team by Dr. David L. Larson, Area Psychiatric Consultant. The team felt that its important bearing on the total program justified special emphasis in the report summary.

The Survey Report, like all human endeavors, is not a perfect product but hopefully should serve as a catalyst for the mutual cooperation of Oklahoma Indians sincerely interested in the welfare of Ft. Sill Indian School.

Henry H. Rosenbluth

Enclosures

Eddie Lara
Ft. Sill Indian School Board

Judy Comnywerdy
Ft. Sill Indian School Staff

Carlotta Harjo
Ft. Sill Indian School Student

Jack Williams
Superintendent, Ft. Sill Indian Sch.

Aaron Dry
Education Specialist, Anadarko AO

TABLE OF CONTENTS

	Page
APPENDICES	iii
TO THE READER	iv
DATA GATHERING PROCEDURES	v
INTRODUCTION	vi
FOREWORD	viii
HISTORICAL BACKGROUND	i
FSIS PHILOSOPHY	4
GOALS	6
ADMINISTRATIVE MANAGEMENT	10
STAFFING	12
SUMMARY REPORT: OBSERVATIONS (PSYCHIATRIC)	13
THE CURRICULUM	15
MATHEMATICS - SCIENCE	17
LANGUAGE ARTS	21
SOCIAL SCIENCES	22
INDUSTRIAL ARTS (HOME ECONOMICS)	24
DORMITORY LIVING (COTTAGES VIS A'VIS THE DORMITORY)	30
SUMMARY REPORT: OUT-OF-CLASS-ACTIVITIES	31
SUMMARY REPORT: CULTURAL ARTS	36
SUMMARY REPORT: ATHLETIC PROGRAM PHYSICAL EDUCATION	37
FOOD SERVICE	39
ENROLLMENT ACCOUNTING	41
FT. SILL FACILITY EVALUATION	43
PROGRAM ALTERNATIVES AND RECOMMENDATIONS	49
CONTRACTING AS AN ALTERNATIVE	51
ORBS MEMORANDUM ISSUES	52

APPENDIX A	FEBRUARY 12 FSIS ORBS MEMORANDUM	55
APPENDIX B	GOALS QUESTIONNAIRE INTERPRETATION	59
APPENDIX C	GOALS QUESTIONNAIRE	68
APPENDIX D	MANAGEMENT ORGANIZATION REPORT	73
APPENDIX E	STAFF QUALIFICATION ANALYSIS	78
APPENDIX F	STAFF ANALYSIS OF WORKING CONDITIONS	85
APPENDIX G	EVALUATIVE CRITERIA FORM FOR STAFF	91
APPENDIX H	COMPLETE PSYCHIATRIC REVIEW OF THE BOARDING SCHOOL	98
APPENDIX I	HISTORICAL BACKGROUND DATA INCLUDING PREVIOUS REPORTS	104
APPENDIX J	AMERICAN INDIAN MOVEMENT TAKE OVER AT FSIS - OCTOBER 2-3, 1973	106
APPENDIX K	APPLICATION PROCEDURE FOR NORTH CENTRAL ACCREDITATION	120
APPENDIX L	ALL STAFF ORBS MEETING	122
APPENDIX M	CURRENT ENROLLMENT WITHDRAWALS AND MEMBERSHIP - MARCH 23, 1973	124
APPENDIX N	SAMPLE CONTRACT FORM	125

TO THE READER

The development of an ORBS Project is a deliberate and careful effort to involve not only personnel with special interests in the school program but others who can also furnish objective viewpoints. The team, composed of professional and non-professional staff, serves as a jury before which information of all kinds is presented by the educational technicians or competent specialists in the field. Unlike a typical jury, however, the ORBS team neither affirms guilt nor acquits, but rather gleans from each presentation the most useful suggestions which can be used constructively by the school staff.

The report is an attempt at team consensus regarding all information presented. However, since it strives to balance viewpoints, the reader is urged to consult the appendices for verbatim data of the different reporters. Here, too, the reader is cautioned to examine thoroughly the individual reports for subjectivity.

A composite review of the total report including the appendices, we believe, will support the observations and recommendations presented herewith.

SPECIAL ACKNOWLEDGEMENTS

Billie Sue Allen	-	*FSIS Staff (Goals Questionnaire)*
Earl Yeahquo	-	*Anadarko Area Office (Background Paper)*
Hal Joice	-	*Haskell Indian Junior College*
Berklie Perico	-	*Haskell Indian Junior College*
Don C. Ahshapanek	-	*Haskell Indian Junior College*
John D. Downs	-	*Haskell Indian Junior College*
Vernon Shook	-	*BIA Central Office*
Jan Jacobs	-	*BIA Central Office*
Frank Latta	-	*BIA Central Office*
Charles Burnett	-	*BIA Central Office*
Eleanar G. Pena	-	*BIA Central Office (Secretarial)*

DATA GATHERING PROCEDURES

The Fort Sill Indian School (ORBS) Survey was initiated by a School Board Resolution on November 7, 1972, and transmitted to the Anadarko Area Director early January of 1973. On January 17, a memorandum was sent by Daniel E. Sahmaunt, Assistant Area Director (Education), to Dr. Tom R. Hopkins, Chief, Division of Evaluation and Program Review, confirming the Area's interest in the study. Following the selection of a chairman and team members, the organizational meeting of the team was held at Lawton on February 27-28. At this time the ORBS concept was reviewed and the special areas relevant to FSIS were defined as part of the Survey's objectives. Suggestions were also made regarding the involvement of specialists and consultants who would furnish substantive reports to the team for analysis.

Approximately ten working days were assigned for full team meetings. This covered the period from February 27 thru April 27. During the intervening time specialists and consultants visited the school, met with staff, examined the program and submitted their reports. On occasion, reports were given verbally at regular team sessions where members wished to question the reporter in more detail.

The initial draft of the Survey Report was prepared by the chairman after all the data was collated and presented to the team for modification or additions. The final report reflects the considered judgment of the entire team.

In order to avoid possible "in-house" biases that might affect the Survey's integrity, non-Bureau consultants were engaged to provide the team with interpretations of the goals questionnaire, administrative management and staff analysis. Questionnaires and Analysis of Teaching Conditions forms were mailed directly to the consultants by the individual responders.

With regards to the goals questionnaire, it should be noted that the responses were less than anticipated due in all probability to threatening postcards mailed anonomously to many recipients of questionnaires. Nevertheless, according to Dr. Underwood, sufficient returns permitted a valid interpretation of the data.

INTRODUCTION

Fort Sill Indian School has witnessed many changes during its more than 100 years in Lawton, Oklahoma. When established in 1871 it served Indian children as a reservation elementary school. It gradually became a boarding high school with an enrollment drawn from all over the nation. At present, it also has a peripheral dormitory program with pupils attending school in town.

Although the school's mission of educating Indian youth has remained consistent, the character of the student body has changed markedly. Whereas in former years practically all Indian youth in the region attended Fort Sill, present Bureau of Indian Affairs policy encourages parents to use the public school system where possible. Caught in this policy shift, Fort Sill, like other Indian Boarding Schools, is concerned about its changing role. Indian parents and students also face this dilemma and would like some assurance of the quality of their educational programs.

A careful look at the current boarding school enrollee will usually reveal a child from either a broken home or other distressed situation, who has been unable to overcome many learning disabilities. The needs of these children were met neither at home nor in the public schools, nor quite possibly in other BIA schools. However, he or she is still entitled to an education equal to other young Americans.

The Fort Sill Indian School Survey Team was organized to reexamine the goals that have been developed for the school. It was not an investigative body and whatever recommendations grew out of its studies have been presented constructively. The team sought to avoid the effect of outside tribal or political pressure groups by focusing clearly on the Fort Sill student and his school.

The report should provide a fuller understanding of the educational environment at Fort Sill and with the cooperation of all will exert a positive influence for change.

Although an ORBS Project is merely charged with providing data and suggesting guidelines for the optional use of the decision-makers, the FSIS Survey Team felt strongly that a procedure for implementing their recommendations should be defined. Additionally, the members called for a strong commitment from BIA education officials to assure a follow-up effort.

It is proposed, therefore, that the Director of Education Programs and the Area Director, Anadarko Area Office, jointly appoint an educational ombudsman who would work closely with the School Board and School Staff to effect changes in the school program. This person would plan a realistic timetable cooperatively with school officials and report regularly to the Fort Sill Indian School Board.

H. H. R.

FOREWORD

The Fort Sill Indian School Survey was patterned after the Off-Reservation Boarding School Project (ORBS) which established the following objectives:

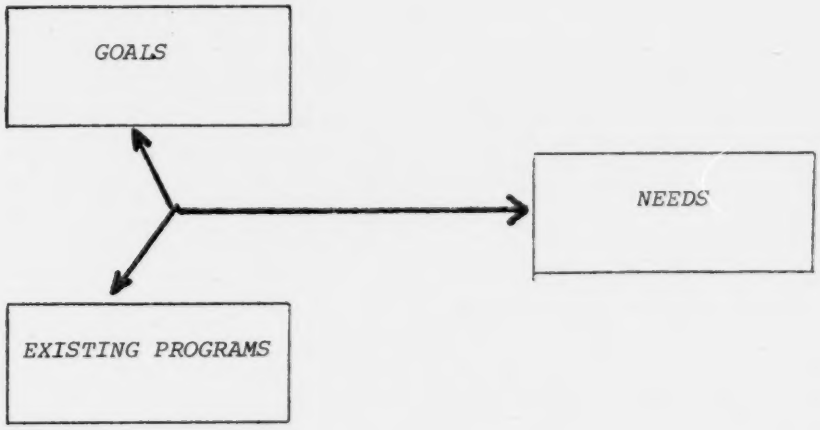
1. *Review long-range goals. If none exist, develop them.*

2. *Identify and describe the existing program.*

3. *Review the existing program in terms of the long-range goals.*

   Provide recommendations for meeting the agreed-upon long-range goals and objectives. These recommendations will be stated in realistic alternatives and priorities,

   or, diagrammatically expressed.



The ORBS evaluation procedure has been designed as a mechanism for the decision-makers (Area Office, school board, staff, parents and students) to take a look at the individual school operation from a base of reliable information.

HISTORICAL BACKGROUND

On July 1, 1869, Lawrie Tatum, a Quaker, was placed in charge of the Agency of the Comanche, Kiowa and Kiowa-Apache tribes. One of the first assignments carried out by Tatum was the construction of a school. The school was first established in 1871 about a mile north of its present location and operated there until 1899-1900.

The first school building was large substantial structure of rubble masonry, one and one-half stories high. It contained two classrooms, a kitchen, dining room, and dormitories. Josiah and Elizabeth Butler of Ohio had been appointed to take charge of the school. The Butlers opened the first day of school to seven pupils. At the close of the first school year, Reverend Butler had enrolled thirty-three students. Early reports indicate that in the beginning all the students were boys and girls added to the enrollment in 1892.

In 1899-1900, the location of the Fort Sill Indian School was moved to its present location. In a report to the Commissioner of Indian Affairs, the first superintendent of the Fort Sill Indian School at its new location, Julian W. Haddon, made the following report:

Location : This school is located 35 miles south of Anadarko and two and one-half miles south of the military post of Fort Sill.

Buildings : There are twelve buildings belonging to the plant. All of which are in fairly good repair.

Health and Attendance: The health of the pupils was better than average. The attending physician is a very conscientious and competent man who is faithful and untiring in his efforts to restore the sick and protect the health of both pupils and employees.

Industries: Located as this school is in the heart of an agriculture and stock-raising country, we are concentrating our energies on making agriculture and stock-raising the leading features of our work. The school has a farm of 160 acres of fertile bottom land and 2,000 acres of pasture land under fence.

In 1908, the position of Superintendent was abolished and the school head was designated as "Principal". J. A. Buntin was the first principal of Fort Sill Indian School. In May, 1955, the position of Superintendent was re-established with James Wallace being promoted to that position.

In the early years of the school, strict militaristic-type discipline was a part of the Fort Sill program. It was not uncommon to observe students participating in precision marching as they were moved from one part of the campus to the other. Former students state that corporal punishment was often administered harshly for infraction of rules.

Shortly after World War I, Fort Sill Indian School was under the leadership of Mr. Edward Shield. The predominate concern was teaching the Indian students English, the three R's, and good personal hygiene. The enrollment was 200 with approximately 12 tribes represented.

The first new building to be added after a long period of time was the shop building which was constructed in 1933. In 1935, the gymnasium was built. The present building which houses the academic classrooms was built in 1939. The first senior class was graduated in 1939.

During the decade, 1940-1950, the Fort Sill Indian School emphasized vocational training and home-making at the high school level. Two hundred thirty students, representing the Comanche, Kiowa, Apache, Caddo, and Wichita tribes, were enrolled in the first to the twelfth grades inclusive. Many of the students remained at the school throughout the year in order to care for student projects such as field crops, row crops, gardens, dairy and beef cattle, swine, and poultry. In the elementary grades, the children had gardens, farm animals, and other projects in which they learned about rural life. In the intermediate grades, cooperative projects had been the means of making money for the pupils as well as training them.

Until the middle 1940's, the Fort Sill Indian School enrollment had been limited to the following Oklahoma tribes: Kiowa, Comanche, Delaware, Apache, Wichita, and Kiowa-Apache. A combination change in the Bureau of Indian Affairs policy took place at the close of World War II when the school's enrollment was reduced drastically. Oklahoma students were encouraged to attend the local public schools. Navajo students from New Mexico and Arizona were admitted. This change was justified because of the lack of adequate educational facilities for hundreds of Navajo students who were ready for Junior High and High School. The enrollment at one time was 80% Navajo. In 1960, the agriculture program was dropped from the curriculum of the school in favor of a more academically oriented program. That same year, the first through sixth grades were dropped from the program. In 1963, grades seven and eight were dropped thus making Fort Sill Indian School strictly a high school.

Later the Seminoles from Florida, Alabama-Coushattas from Texas, Chippewas from Minnesota and a great influx of various tribes from the Northwest arrived to add to a multi-tribe enrollment. In 1970, more of the local tribes were admitted to the school enrollment. Over three hundred students were enrolled. Of that number, nearly 200 were from Oklahoma.

FSIS

PHILOSOPHY

The Fort Sill Indian School employees believe that the essential task is that of helping Indian youth effectively blend their native culture with their expanding environment. This school shall be designed so as to enable each student to realize his full potential socially, economically, emotionally, physically, academically, politically, and vocationally, in order that he may become a useful member of the every changing democratic society. The principal of permitting each student to advance at his individual rate with teachers helping to accelerate his rate will be observed.

STUDENTS

Fort Sill Indian School plans to continue to emphasize and re-evaluate its program as follows:

1. To adjust the academic program to make all courses more **practical** and meaningful.

2. Expand and intensify vocational guidance and counseling services.

3. Broaden the range of learning experiences for students during their out-of-school hours.

4. Direct attention toward removal of mental and emotional blocks, provide adequate facilities and equipment for physical fitness, and encourage students to develop an acceptable personal philosophy.

The Fort Sill Indian School plans to develop adequate school facilities to enroll 376 to 400 students in grades 9-12. This plan has produced two new dormitories, 128 capacity each, one boys' and one girls'. The school needs 15 standard size academic classroom - 8 practical arts classrooms as all of the existing classrooms are substandard. The school plant also needs additional buildings such as administrative offices, material center, auditorium, gymnasium, language laboratory, music room, parking lots, and so forth.

EMPLOYEES

Since the employees of Fort Sill Indian School will play a major role in the achievement of the school it is intended to further develop and emphasize a comprehensive plan for orientation, training, and retraining of all employees to become a part of the team and to understand their particular jobs. It is mandatory that school employees cooperate efficiently with one another and with Indian students, parents, tribal representatives and professional organizations that are interested in similar endeavors.

GOALS

When an institution is appraised, one must determine first of all the role it was meant to perform and whether or not its purposes accurately reflect the needs and wishes of its constituency. Goals, though carefully formulated, must also be flexible since the purposes deemed valid in the past may no longer be appropriate today, nor probably in the future. As defined in this report, goals refer to those major aspirations which the Indian community considers obtainable for Fort Sill Indian School. The previous statement of philosophy at the school though sound is no longer completely applicable. New ideas introduced through the Survey Report should supplement the old in terms of the conditions that currently prevail at the school.

The goals questionnaire, although limited by a weak response from parents and tribal representatives, did identify major positions. It revealed that the Indian community in Oklahoma overwhelmingly want Fort Sill Indian School to continue as a boarding school for all Indian youth. It is also significant that Indian people feel strongly that the school should be readily accessible to students who have problems learning in public schools and who have home problems. This has definite implications for curriculum development and counseling support at the school.

Although there is a strong desire to uphold higher standards of achievement and discipline among all groups, most of the respondents with the exception of staff do not want a screening procedure for admissions.

The following goal statements in most instances were supported by fifty percent or more of the respondents:

FSIS students should be instructed in the basic skills for continued self-improvement.

FSIS students should develop the ability to live confidently in any society, including Indian or non-Indian societies.

FSIS should provide a college preparatory program with introductory vocational courses.

FSIS should provide an enlarged vocational program.

FSIS students should be instructed in different systems of Indian tribal government.

FSIS students should be instructed in contributions of American Indian people to the total American society.

FSIS students should develop the skills needed to participate in local (including tribal), state, and national political organizations.

FSIS students should gain the skills needed in judging candidates for public office, and for judging different political organizations.

FSIS should provide an opportunity for students to learn tribal languages.

FSIS's instruction should stress basic communication skills in English, including skills of listening, speaking, reading, and writing.

FSIS should provide more opportunities for students to learn to communicate and participate with non-Indian communities.

FSIS should develop a public relations program with the community of Lawton and surrounding communities.

FSIS should encourage pride in Indian heritage on the part of all students.

FSIS students should have the opportunity to study and/or participate in all forms of Indian art, including painting, sculpture, and music.

FSIS students should have the opportunity to study and/or participate in all forms of non-Indian art, including painting, sculpture, and music.

FSIS's academic and home-living policies should encourage students to be personally responsible for their actions and conduct.

FSIS students should have an opportunity for spiritual development while attending FSIS.

FSIS should provide all needed information about a student's educational progress to the student and to the parent.

FSIS students should be instructed in an understanding of the needs of personal hygiene, nutrition, and physical exercise.

FSIS students should be instructed in the dangers of alcohol, drugs, and tobacco abuse.

FSIS students should have a chance to participate in varsity athletics such as football, basketball, baseball, track and tennis.

FSIS's program should offer a well-developed student activities' program in recreation and social development.

Personal and job counseling services should be made available to all students.

A comprehensive counseling program, including the services of a psychologists and/or a psychiatrist, should be provided for students at FSIS.

FSIS should reflect sensitivity to and tolerance of the religious backgrounds of students, Indian and non-Indian religions alike.

The program, in terms of the defined goals and objectives of FSIS, should be reviewed periodically.

A significant difference was indicated among the groups in the desire for Indian cultural studies, Indian arts, and related subjects. Apparently, students emphasized these areas more than either parents or tribal representatives. Dr. Underwood inferred that this might be attributable to the AIM influence, or perhaps a search for identity among young people in general. Regardless of the source, it is clear that Indian youth of today more than adults are conscious of this need and seek greater fulfillment.

ADMINISTRATIVE MANAGEMENT

According to Dr. Howell and the team chairman, the administrative staff is doing an adequate job. The superintendent has board support and sufficient backing among staff to manage the program. The administration, however, has been approaching school needs both in curriculum and counseling in terms of a public school concept. It has been noted that the boarding school which is atypical cannot be dealt with by common means. The school needs more imaginative scheduling of academic courses and an enlargement of out-of-school activities. The top level administrative staff should become more familiar with new types of programs, innovative approaches to curriculum and instructions. Dr. Howell, in a brief observation, felt that the superintendent had the general management functions well in hand but needed to improve techniques on communicating and his general vision of curriculum development. In a brief statement about the school board, he felt that they were limited in their role because of their own personal commitments. He suggested that the school might obtain more lay input from the local constituency if possible.

The following observations have been included in the report because of their relevance to the management function:

SCHOOL GOALS:

Considerable discussions and interactions with administration occurred regarding the school purpose and goals. It appears that while some consensus might be reached among administrative staff, the topic has not been explored fully. No recently developed goals or current target objectives were stated. Sentiment was expressed concerning enlarging Indian heritage programs. Collectively, however, the curriculum offerings were generally considered as adequate. Discussion was then generated regarding the out-of-class hours. Staff members did comment on limitations of activities, the inadequacy of physical education facilities, and the positive merits of the cottage as opposed to the open dormitory construction in terms of a more humane environment. Also noted were suggestions that the school should be a resource center that assesses then meets the needs of the Indian people, that constant evaluation of the instructional program should be implemented in order to provide functional education and that performance-based curriculum should be developed in the skills area.

Board representatives had little to add. However, mention was made of needs for occupations program development. Also mentioned were continual need for heavy emphasis on reading and math as well as expansion of the athletic program and canteen.

MANAGEMENT ORGANIZATION:

The management organization and functions were assessed in order to familiarize Dr. Howell with the operational design. Approximately two-thirds of the staff roles function directly with students. Lines of communication within supervisory areas seemed to be clearly defined as far as communication down was concerned. Sharing of ideas and possible solutions by the total administrative staff did not appear to be a regular activity. This management involvement technique was met with efforts to affect instant closure on feasibility and acceptance or rejection. Board members made the same general observation regarding staff communication and made no recommendation about reassessment of roles to effect management change.

RECOMMENDATIONS:

a. *That a systematic planning process be developed by the administration that promotes staff, board and student involvement. The end result of this planning process should be a list of short and long range objectives that includes a schedule of events and designated plan of evaluation.*

b. *That an administrative team be organized and include representative students, teachers, support staff, and laymen. This organization could enhance vertical communication in the school and would establish a sounding board for proposals prior to review by the board. The team would provide an improved internal communication and would enable the administration to assess the degree of support for projects by various school factions.*

c. *That the Curriculum Advisory Committee actively review the program of instruction in light of the stated goals and objectives. The evaluative questions:*

    (1) Is this course supporting our objectives?

    (2) How?

    (3) Should it be modified, combined with another, or deleted?

STAFFING

A school is merely a hollow shell without a staff and unless the staff is sincere,dedicated and competent the school will remain that way. In analyzing FSIS staff the team sought outside opinions to avoid as much as possible internal pressures and biases. Their views were expressed by curriculum specialists from Haskell in their program analyses and by Dr. Bruce Howell,Assistant Superintendent of Schools,of Tulsa,Oklahoma. Staff was also given the opportunity to assess FSIS teaching conditions and to provide their views about program to non-Bureau evaluators.

Each staff member's qualifications who filed a report is detailed in Appendix E. In all instances the staff appeared to be properly certified. Dr. Howell recommended review of teacher certification or preparation in the math-science areas. A fact which was also stressed by the Haskell evaluator in his appraisal of the math-science program.

Dr. Howell,on frequent occasions, emphasized a better use or deployment of staff which was contingent on a more imaginative schedule of courses. With regard to school administrators, he found a larger number than was necessary. He also had particular comments regarding the improvement of skills. In his report of teaching conditions,he found frequent references to the problem of weak communications and discipline.

> "The involvement of the staff in decision-making and goal setting is imperative. The leadership must be taught the process of group dynamics and interaction. More professional interaction will provide support for decisions and will reduce the need for "selling". Both administrators and teachers must improve professional communications. I sensed this even in the brief time spent at the school."

> "The problem of discipline again is mentioned this time in the context of improving effectiveness. With rare exceptions, classroom management problems are created by the frustrations of the learner. While part of these frustrations may be caused by the teacher, it is unlikely that the teacher will be removed. Consequently, I reiterate the need for assessing the purpose and effectiveness of the curriculum, identity of goals and objectives, then the development of a progress and schedule that will reflect individualized instruction."

David Larson, M. D.
Psychiatric Consultant

SUMMARY REPORT: OBSERVATIONS

Major concern of this report is the boarding school response to the mental health of the student.

The Student:

1. If contacts of the student with the referral network of school, social agency, police, courts, tribes, have been unpleasant the student arrives at boarding school with negative attitudes.

2. Students at boarding schools are not typical of the usual high school population. The majority are from large families of low income, and have experienced recent academic failure and/or disruptive events in recent family life.

Recommendations:

1. Traditional counseling and psychiatric service will be needed for about 2 percent of students. They should get it at school rather than send them home where they may not get any help.

2. Since social or emotional factors have usually been instrumental in referral of a student to school, these should be attended to on student's first arrival. We should not expect meaningful participation in educational process until these problems are resolved.

3. Boarding school seems to be hard to enter and hard to leave; therefore, special attention should be given to entering students and graduating seniors.

4. Group work is most effective method to deal with students. Customary group therapy model is not effective, so new structure is needed such as information sharing, mutually decided program or some other form or activity. It must be a stable group meeting regularly over a period of time to succeed in helping the students improve behavior.

5. Attention must be given to areas of drug, alcohol, sex and family life education.

   a. DRUGS: Attention must be given to social factors surrounding drug use, not just to physical or psychological characteristics of drugs or their effects.

b. *ALCOHOL: It is important to find out the students' current attitude and home experience with alcohol, then focus on individual and social aspects of drinking, including development of drinking skill rather than advocacy of abstinence. Attempt should be to impress student with responsibility not only for his own behavior but also toward others who drink.*

c. *SEX EDUCATION: Should deal with basic issues such as intercourse, sexual techniques, patterns of sexual arousal, blending of passion and love. Should be direct and frank.*

d. *FAMILY LIFE EDUCATION: Students should be made aware of practical issues in interpersonal relations between parents and children, including power dynamics and developmental changes during life cycle.*

6. Staff conferences on student behavior are needed; they must cut across discipline lines and break down territorial and jurisdictional disputes between staff which often grow up around difficult students. Consultants should be asked to help devise consistent plans of action, and to confront individual bias on part of both student and staff. Development of group counseling skills for instructional aides and teaching staff are essential. It cannot be assumed that a person has these skills, and they should be carefully searched out and even tested before any applicant is hired.

7. Since most boarding school students have many emotional and social problems that are not or cannot be handled by families, communities, or other agencies, it is of first importance to evaluate each student and fine out what has caused him to be sent to boarding school. This in turn implies acceptance of the idea that the boarding school serves important functions in terms of social and emotional rehabilitation.

8. Mental health education should be added to curriculum. Students should be taught to recognize concepts of human development and psychological changes in personality during life cycle, and periods of particular vulnerability.

(Refer to Appendix H for full Report.)

THE CURRICULUM

Although the team originally planned to include all technical reports in the Appendicies, there was agreement that several be included verbatim as part of the final report with minimal interpretation. Not all aspects of the curriculum were reviewed which was due more to a lack of time than a deliberate slight. Areas of major concern, however, received careful consideration. The team in its deliberations gave full authority to the curriculum specialists to "call it as it is" from their vantage points as professional educators. Their observations reflect individual opinions, nonetheless, are generally supported by the team. It is the hope of the team that all technical reports be subject to careful review and challenged if need be.

CURRICULUM

1. Observations and commentary

Review of the curriculum offerings by members of the management staff indicated that fifty-four course offerings are currently available. A tour of the facilities and opportunities to talk with several staff members indicate to me that the course offerings are meeting the needs of a majority of students. Administrators and Board members noted the need to expand reading and basic math offerings. There were conflicting views among teachers and management with some teachers stating that offerings should be narrowed and basics be reinforced with appropriate courses. The logistics of the limited numbers of staff may reinforce the teachers' point of view. However, this is continually debated within most faculties.

Co-curricular and activities offerings were also discussed. Generally, it was agreed that more alternatives should be examined to enhance the "total" day of the boarding student. Board members also commented on these limits and hope to increase the "off" school hour program by including wrestling and boxing. Improvement of canteen activities was also suggested.

2. Recommendations

a. That performance-based curriculum be implemented in various academic skills areas in order that students progress could be more closely assessed. The faculty could capitalize on the availability of students through a more flexible schedule that would promote smaller groups and opportunities for independent study.

b. That programs in math and reading skills be closely evaluated for their effectiveness. More activities that would promote verbal interaction would also be desirable. Application of skills could be enhanced since the students are available more than the usual public school day.

c. That a larger number of co-curricular activities be developed other than athletics. School spirit is a major objective of any athletic program. However, many additional sponsored club or individual activities can be introduced that provide an entree to individual guidance and development. Such situations improve the "spirit" of the individual, makes him feel worthwhile, and reduces apathy.

Don Ahshapanek
Evaluator

MATHEMATICS - SCIENCE

General Description:

Presently, three years of college preparatory mathematics are being offered in the high school with Algebra I and II, Geometry (plane and solid), Trigonometry and Math Analysis (Advanced Math). For terminal students a course in general mathematics under the Title I Program is being offered which stresses staff identified math skills necessary to succeed in high school. A second course is also offered the terminal student, although available to the college bound student, known as Consumer Mathematics which stresses math literacy and skills needed by the student for his personal and vocational life. Four faculty members are being used to teach mathematics.

Two of these faculty members teach on a full-time basis in this discipline. One is employed under the Title I Program. Together these two faculty members team teach the remedial math at the freshman level using individualized instruction and employing the use of 10-button calculators, the Computor Design Corporation's 021 Tutor Computor, the Dorsett Educational Machine, and the CompuCorp's 025 Educator Computor. The remaining two faculty members teach only parttime in this discipline with one instructor teaching one section of Algebra I with 7 students and the second teaching one section of Algebra I with 7 students, one section of Geometry with 8 students, and two sections of Consumer Mathematics with 7 students in each section. These two faculty members spend the rest of their instructional day in teaching the courses in the sciences.

In the area of the sciences, the first of the part-time mathematics faculty members teaches two sections of Biology with 16 and 7 students respectively and two sections of General Science with 15 and 16 students respectively. The second part-time mathematics faculty member teaches one section of Physics with 3 students.

Strengths:

1. Classroom instruction and procedures in mathematics provide for students of varying abilities, backgrounds, and differing learning rates.

2. A developmental program of sequential courses and learning in accord with the very general stated objectives of the department in the area of mathematics is offered.

3. Independent learning is being fostered in mathematics and the instructional materials are varied, though not extensive, and up-to-date.

4. Teachers are involved directly in shaping the programs of the math-science department.

5. Laboratory equipment for the teaching of biology, physics and chemistry, and general science seems to be more than adequate and even more plentiful than in many non-Indian schools.

6. The provisions for the teaching of science from the approach of inquiry, and laboratory and project orientation is commendable but should be exploited to the fullest extent for the benefit of the students.

Weaknesses:

1. Current statements of outcomes and specific objectives for the department and for individualized courses are not available in writing.

2. Significant aptitude, achievement, and background information of the students in the department is not available to the teachers.

3. The resources of the library are inadequate for the teaching and learning needs of this department. Neither the teachers or the librarian encourage student and teacher use of this facility for this department.

4. No data seems to exist to indicate whether or not the present program permits students a wide latitude in moving from level to level of the Title I Program at the student's pace is achieving any degree of success for that student.

5. Though the department has some latitude in research and curriculum experimentation and improvement projects, new findings in the area of science and math, both in the body of knowledge and the processes of learning, are not in general being incorporated into the teaching procedures and course content.

6. With one exception the department faculty does not have the requisite professional preparation nor heart to accomplish the general objectives of the program effectively. It is felt that additional training will not accomplish these goals.

7. The teachers are not provided those desirable working circumstances (fair teaching load in the subjects they are qualified to teach, free preparation periods, clerical assistance, professional library, etc.) needed to do a sound job of teaching.

8. Instructors do not keep themselves current on new techniques and developments in their respective fields.

9. Morale and the working relationships among the instructors in this division is poor.

10. Evaluation techniques used in the classroom are not relevant to aiding students to confront those world and social problems they will undoubtedly meet in the years to come.

11. Achievement in the department though much improved, seems to fall short of a level consistent with students aptitudes in math-science.

12. Follow-up studies are not carried out to determine post-high school success in the area of math-science preparation.

13. Consistent assessment is not attempted of those changes in student values, attitudes, appreciations, and interests that may have been affected by their work in this department. No evidence of student evaluations of courses was found.

14. Rooms in this department were inadequately lighted and sterile. The rooms lacked aesthetic atmosphere and did not indicate unmistakably the nature of the discipline being taught therein. Blackboard space seemed to be at a premium in all rooms. With the exception of a few filmstrips, little use seems to be made of any other type of audiovisual aids in lectures or laboratory classes. Rooms lack wall posters, interesting and appropriate wall clippings, mathematical or science models, terraria, cages of living animals, or any other aids to help students visualize abstract ideas of math, unfamiliar concepts of biology, physics, chemistry, or general science and to stimulate further study.

15. The fact that two teachers share their teaching loads in another department serves to divide their interests and priorities of self-improvement and enrichment for which both the mathematics and the science areas suffer.

16. There seems to be a proliferation of courses in the course listings of the sciences in the catalog for which there is no justification. The basic courses of biology, chemistry, and physics should have priority over any advanced science courses and others should be removed from the catalog as unrealistic. Specifically this means that the Green Version of BSCS Biology, Chemistry, Physics, and General Science (IME) are more than adequate offerings in the sciences for the size of your student body. The Science Survey course or an independent study course can well be used as an advanced course in any area for those very few who might be in a position to take advantage of it in the future.

17. Nowhere in the school system was there sex education being taught. This is an area of deep concern and anxiety to students of this age and should be taught by a competent, empathetic individual. It may best be handled in biology classes when reproduction is covered, but in the present instance the faculty member apparently decided to avoid the subject when it was to have been covered. However, not all students take biology to fulfill their 1 credit science requirement for graduation; therefore, a more comprehensive sex education program may be needed for all students.

Recommendations: It is recommended:

1. That the two faculty members instructing in mathematics full-time be terminated at the end of the present school term.

2. That one full-time instructor be employed under the Title I Program with sufficient qualification to carry on a developmental program.

3. That the present faculty member teaching Algebra I and Biology be terminated at the end of the present school term.

4. That the present faculty member teaching upper division mathematics and Physics be transferred to the teaching only of mathematics for which she is qualified and to participate under the Title I Program if this is required.

5. That a qualified faculty member be employed to teach General Science, Biology and on alternate years Physics and Chemistry.

6. That in the future all faculty employed by the math-science department be interviewed for their acceptability by the principal and members of the department where they are to be assigned.

7. Redecoration of all labs and classrooms at the very least is recommended for the math-science area.

8. Coordination and articulation with both the feeding schools and those of higher learning to which your students go is needed.

9. More emphasis needs to be placed on the aspect of professional science and math organization membership for your math-science faculty.

10. That the weaknesses as listed above in the curriculum be alleviated or remedied as soon as feasibly possible.

John O. Downs
Evaluator

SUMMARY REPORT: LANGUAGE ARTS

The language arts curriculum of Fort Sill Indian School consists of 26 courses conducted by five teachers for approximately 225 students. The curriculum is divided traditionally into four levels: freshman, sophomore, junior, senior. For students having difficulty completing the work on one level, the curriculum includes courses in remedial English. Two courses in reading accept only freshmen and six students from any level and provide them with several programs for increasing their skills in silent reading, in reading as a study skill, spelling, and vocabulary. The curriculum offers one course in speech; two courses designed for production of the newspaper and yearbook; and two courses in Spanish.

Four sections of freshmen English are taught by one teacher; three sections of sophomore English are taught by another; three sections of junior English are taught by a third; two sections of senior English are taught by a fourth. Five sections of reading are taught by a reading specialist; three by an English teacher. The average teacher-student ratio is approximately 1-14.

Each teacher is free to design the learning activities and set the goals for her own class. She discovers the needs of her students registered to her by the principal. Each teacher conducts her classes from a unit plan from which she departs as she thinks necessary and beneficial. This kind of program places a great deal of responsibility on each of the five teachers which they accept with awareness. But it tends to build a curriculum of courses that are likely to be independent and isolated one from the other. In this case, unity of program depends upon such things as choice of text books, general course descriptions in the Fort Sill Handbook, and perhaps most effectively by the common and professional sense of the teachers estimating what freshmen, sophomores, juniors, seniors, should know. But it is not always enough to insure a progressive program. For example, the observer found one day the parts of speech being taught to freshmen, sophomores, juniors, and seniors, in very much the same way.

The overall approach to the teaching of English at Fort Sill is grammatical. This has long been understood by teachers of English as <u>the way</u> to teach English. Basically the approach teaches a student to reflect upon the language and change his use of it according to his reflection. It entails naming the parts and learning rules for the use of these parts. It has always been a danger that teachers and students mistake the means for the end, that they spend all their efforts to reflect and making that reflection the end-all of the course. Some of the classes at Fort Sill were demonstrating their ability to name the part and enforce the laws of grammer on someone else's language, on sentences they cared little about. This approach has largely determined the selection of textbooks and materials. Many of the texts are old, crowded, and complex.

This is not true of materials in the reading courses. They are suited to give a student practice in the use of language as a study skill. Students work individually on programs that have been explained by the teacher and which are then directed by the materials themselves. Care needs to be taken here always that materials are designed for the needs of the students and not conversely that materials define student needs.

SOCIAL SCIENCES

John O. Downs
Evaluator

The social science curriculum offers 13 classes: three in American history, two in sociology, two in Oklahoma history, two in government, two in Indian studies, and one in geography.

Three of the four full time teachers in the social sciences are members of the athletic program and must divide their time between classroom instruction and coaching activities. They have admittedly been unable to divide their time so that they can do all that they feel important. They feel the need, for example, to develop a course in American history that will recognize the role of the tribes and the culture of the native Americans flourishing in the 15th century and down through the centuries to the present. They are wanting time to work together as a group to plan and program a progression of goals and objectives that will equip a student with concepts and values necessary to perform in his society. In the area of Indian studies, a need is felt for funds that will provide for travel, field trips, and creative class projects.

The observer feels that the urgency felt about time and money might be turned into thought and planning toward a program of concrete goals and objectives. The teachers in the social sciences need to meet regularily and spell out what should be the basic elements of sociology, Indian studies, American history. The course descriptions for these in the present handbook are too general and uncommitted. A search for suitable material for teaching history should be begun. Activities and projects for teaching Indian studies should be planned in advance so that they may be realistically budgeted. The widespread use of the newspaper in the social science classes needs to be evaluated closely in relationship to overall goals. It seems to the observer that students were reading current events for purposes unattached to lasting educational experience.

RECOMMENDATIONS

1. The Language Arts committee should accept and fulfill the role of programming the four year curriculum so that a series of goals and objectives join and lead toward high proficiency in reading, writing, hearing, and speaking English.

2. The objectives need to be defined and diversified to fit the many needs of a heterogeneous student body. They might be arranged like the rungs of a ladder and scheduled so that students may begin where they can work well and move up as far and as fast as they can. The traditional English I, II, etc., may be inadequate for this process.

3. The role of reflective grammer should be limited, perhaps to nomenclature taught early in the program only. The predominant methodology should be the exercise and practice of language in actual use.

4. New material must be bought or created to accompany the learning process.

5. Students need close direction in the learning process; they need a teacher with them step by step. They don't want to go it alone. Individualized study will be unsuccessful if the student feels he is working alone.

INDUSTRIAL ARTS

Berklie Perico
Evaluator

The following was taken from the Fort Sill Indian School Educational Specifications book published in 1971.

INDUSTRIAL ARTS EDUCATIONAL SPECIFICATIONS

"Philosophy of Industrial Arts"

Industrial Arts is endowed with those attributes which challenge students of all levels and interests. It embodies the content, it exhibits the practices, and it fills the needs of students with varied educational objectives, from those who will continue education at technical institutes, to those who will enter college in anticipation of preparation for the professions. Industrial arts should provide for the development of usable skills with respect to the safe use of the tools and machines. Should provide for the development of communicative skills in the language of industry. Should provide for the acquisition of knowledge about job requirements in various industrial occupations by providing opportunities for exploratory experiences in contemporary technologies. Should provide for the acquisition of knowledge in industrial materials and understanding of appropriate applications. Industrial Arts should also provide opportunities for the development of an understanding of the products of industry, their safe utilization, and their appropriate care and maintenance.

INDUSTRIAL ARTS DEPARTMENT OBJECTIVES

1. *To provide for the development of usable skills with respect to the safe use of the tools and machines.*

2. *To provide for the development of communicative skills in the language of industry. (drafting, blueprint reading, and technical terminology)*

3. *To provide for the acquisition of knowledge about job requirements in various industrial occupations by providing opportunities for exploratory experiences in contemporary technologies.*

4. *To provide for the acquisition of knowledge of industrial materials and an understanding of appropriate applications.*

5. *To provide opportunities for the development of an understanding of the products of industry, their safe utilization, and their appropriate care and maintenance.*

Home Economics Philosophy

1. To base the Home Economics curriculum on the current needs and interest of Indian youth.

2. To consider the future of Indian youth and to prepare him to fit into the modern world as well as to cope with the Indian traditions and culture that will be a part of him.

3. To involve Indian youth in planning the curriculum-daily and long-range plans and subject matter.

4. To involve the needs and interests of the parents and the community.

5. To realize that each student is an individual and will work and learn at their own level and speed.

Faculty Profile

The staff of Fort Sill Indian School, Lawton, Oklahoma in the Practical Arts and Home Economics area consists of two teachers in the P.A. and one in H.E. The difference in rank is one person in the Practical Arts is referred to as the coordinator.

Collegiate training at the baccalaureate level has been obtained with two having earned their Masters and one is working toward this degree.

The present staff presents a variety of experience in the area of teaching. This range of teaching experience is considered valuable.

The present faculty appears to be quite stable one and at the time of this writing, it is anticipated that there will be no turnover for the coming year.

Course Offerings

Industrial Arts I is a required course for the ninth grade boys. It consists of mechanical drawing, woodworking, leatherworking and plastics.

Upholstery is an elective and open for boys and girls in the tenth and eleventh grades. This is a new offering and coordinates well with other areas in the woodworking field. Advanced woodworking is offered to tenth and eleventh and open to anyone for an elective. Drafting is a tenth through twelfth grade and an elective.

In the metals area of practical arts the grade level is tenth through twelfth. It consists of various offerings in different aspects of welding, mechanics (power), electricity, sheet metal.

The home economics I is a required course for girls in the ninth grade and gives basic concepts, techniques, and skills in food preparation, clothing construction, child care, personality development, family relationships, and occupations.

The advanced home economics for eleventh and twelfth grade is an elective and at present only girls are enrolled. Home economics II is for tenth grade students and primarily concerned with traditional and contemporary living.

Home living is an elective for boys in the eleventh and twelfth grade for one credit and a two semester course. It includes food preparation, etiquette and manners, laundering, family relations, good buymenship, and clothing construction.

The home economics area has approximately fifty-one students, practical arts sixty-four for a total of one hundred and fifteen students.

Many of the course descriptions can be found in the Fort Sill Indian School Handbook. The objectives of the school are labeled as the Bureau of Indian Affairs Educational Objectives.

Strengths

The woodworking area is the selling point of the Practical Arts at this writing. The projects constructed and the student input into selection and craftmenship shows well in the instructional concepts of pride.

The reference material is more than adequate and the use of multi-media instruction is apparent.

Display areas are small but through insight and good planning, the instructors make good use of available space.

Mock-ups are used and working models in relation to various demonstrations.

Self study and the determination of some students ability are taken into account and the student is allowed to progress at his own rate.

An Industrial Arts Club exists and has annual sales to promote the program and the individual student. It is publicized in the Lawton newspaper and other news media.

The instructors use ingenuity to their advantage when problems present themselves in the form of storage, use of available classroom space, and the sharing of duties in their respective fields.

Each of the three areas were well kept, clean and sanitary. Good housekeeping practices were evident, tools, machines, equipment were kept in good operating condition for safe practices.

Weaknesses

The physical plant is not adequate in size and ventilation. This is definitely a safety hazard to the student and the instructor. If the program is to offer and expand its offerings, more work space should be made available. All machines presently in the shop are needed for any type of Industrial Arts Program. Work space or stations are crowded and passthrough space is hampered when production is going on.

Storage space for equipment and supplies are at a bare minimum. On larger projects, storage poses a great strain and will result in damaged materials and projects.

Ventilation is bad in the winter months. There is no dust collection system, this presents a problem when the finishing room is in operation, as well as respiratory problems.

You cannot get from one area in the shop to another without passing through another instructors shop.

There needs to be better coordination between different departments on campus.

All teachers need to keep abreast of current practices and trends in relation to their respective fields. This can be done through self study, summer school, teacher meetings, conferences, lectures, etc.

There needs to be stated a updated philosophy in both Practical Arts and especially Home Economics. The Home Economics Philosophy statement number two needs to be deleted and/or rewritten. One might ask the question, does the Indian student cope with traditions and culture that is a part of him?

There needs to be a new direction for the total program in that each course builds on the other. This will give the student better insight in his quest for education.

RECOMMENDATIONS:

The observer feels that the following programs can be of benefit but not necessarily in the order given.

1. World of Construction
"The World of Construction" is a one-year course for high school students. It is designed to give every student an opportunity to study and use knowledge and skills typical of the construction industry. The study is a set of sequential practices common to the building of any structure, whether a road, bridge, building, etc.

2. World of Manufacturing
"The World of Manufacturing" is a one-year course. It is directed at the development of an understanding of how the production system produces and services manufactured goods. The opportunity to become familiar with the basic industrial patterns common to many manufacturing processes through study of planning, organizing, and controlling production systems.

3. Industrial Occupations Programs (Cluster)
The program is developed around a family or cluster of occupations concept rather than for specific occupational areas. It's objectives are the development of skills and knowledge which will enable a student to enter employment in one of the cluster areas or enable the individual to continue in a post-secondary occupational program.

4. The physical facilities are not adequate for the type of programs now offered in Practical Arts. The crowded conditions present a safety factor involved in the wood area. The present equipment in the shop is needed, machinery and work stations are too close together. The standard size for a shop such as wood, or a comprehensive general shop are the following:

   Minimum area square feet per student = 100
   Adequate area square feet per student = 150
   Desirable area square feet per student = 200

5. The eleventh and twelfth grade programs should be an elective for both boys and girls and should not be restricted according to sex.

6. There is a duplication of areas in the Art department and the Industrial Arts I. A transfer or combining of the two areas into one would benefit the students.

7. Both areas, Home Economics and Practical Arts, should have at least a one semester requirement for both boys and girls. This is based on the assumption that boys will benefit from courses in Home Economics and girls will derive valuable skills from an Industrial Arts course. The curriculum should be coordinated around development of practical skills in these two areas.

8. Field trips relating to areas of study or visitations to other school plants. An exchange with various schools for a day.

9. Teacher participation in educational meetings either on school time and during summer.

10. *Keep current with the trends in the individual teaching field.*

11. *Seek solutions to common teaching problems within the respective teaching field.*

12. *To grow through the opportunity to hear authorities in a respective teaching field.*

13. *A core program integrated into the total educational process to acquaint the students with the "World of Work."*

14. *The Home Economics area needs to state the philosophy and objectives to fit the offerings for a more direct, positive approach.*

DORMITORY LIVING (COTTAGES VIS A'VIS THE DORMITORY)

A major concern expressed in the original request for the ORBS Study was the dormitory living program. This area was reviewed carefully by a Bureau specialist and is described fully in the next section. In addition, dormitory staff met with the team to explain their views on a diversity of topics including a training plan for instructional aides. Regarding the choice of cottage-type living or the larger dormitory, there were some conflicting views although a preponderance of staff felt that the cottage had greater advantages.

The team also received a number of written opinions from staff and pupils who have had experience both in cottage-type and larger dormitory programs. In all cases the cottage-type received support as indicated by the following comments:

> "Better communication with smaller groups." "Relates more closely to family living." "More opportunity to develop individual responsibility." "Better chance to counsel pupils." "It's more of a home away from home." "More cared for then in regular dorm." "More privacy as a member of a smaller group." "You can develop closer friendships."

The expressions of a number of pupils differ with several findings of the specialist who had more positive things to say about the larger dorm situation. In his description of the School as a Community, it is apparent that FSIS does not fit the category. Although mere speculation, it might be related to the present living conditions. A large number of smaller living units might inculcate an attitude of responsibility which would than be transferred subsequently to the total school program.

The cottage-type program with certain deficiencies of control does have the edge over the large dorm. Key to success in this arrangement is the proper deployment of staff. All signs point to a critical need for training on all levels in the dormitory program but particularly for instructional aides. Unless they have a better understanding of their role as parent figures as much as disciplinarians all programs, cottage or otherwise will suffer. Every effort should be made to provide further training to personnel who have potential and to transfer or dismiss those who show little talent in this most vital assignment. Training should include adolescent psychology more than housekeeping procedures. This issue is so critical that the success of the entire school program may depend upon it.

Vernon Shook
Evaluator

SUMMARY REPORT: OUT-OF-CLASS ACTIVITIES

STUDENT LIVING:

Fort Sill has two types of living arrangements, cottages and dormitories. At present 128 students live in the dorm and 97 in cottages.

A summary comparison of these living facilities and their activity programs follows:

COTTAGES	BOTH	DORMITORY
	Student staff ratio 1-15 Activity schedule on monthly rather than daily or weekly basis.	
Attempt to find and develop student leaders.		No planned provision for new experiences as skills grow.
Model of family living provided		
	Planning by administration students and recreation staff	
Adequate recreation supplies for all students.		Not enough recreation supplies for all students.
	Equipment and space for family-style dining.	

COTTAGES	BOTH	DORMITORY
1,2,3 and 4 students to a room.		2 and 3 students to a room.
Rooms cannot be locked. Only one cottage has space for safekeeping of personal property.		Rooms can be locked. There is space for safekeeping of personal property.
	Space for hobbies.	
Adequate light in all rooms.		Some rooms have inadequate light.
No counselors available.		Counselors available.
	Students perform housekeeping duties.	
There are a library and reading area in only one cottage.	There is a game room.	There is a library and reading area.
	Students have easy access to health services. There is no access to social worker.	
No air-conditioners. Heat adequate but not under control of students.		Air conditioned. Heat can be controlled but windows sealed.
Toilets in ratio 1-4 Bath or shower 1-2 Basin 1-2		Toilets ratio 1-10 Bath or shower 1-10 Basin 1-8
	Janitorial work by students. Self-service laundry except for linen. Need new washers and dryers.	

STUDENT DISCIPLINE:

Punishment is given and supervised by counselors, dorm staff, and pupil personnel services staff. If problem is severe it goes to the superintendent for possible explusion hearing. The dormitory council has some authority for supervision of student behavior. Students groups aid in the handling of drunk and disorderly students according to a published school policy. There are some extreme behavior problems, and it was noted in several instances that students were expelled for the same reasons they were referred.

STUDENT GOVERNMENT:

Student government is organized according to the Bureau manual, following a formal set of written laws approved by the Assistant Area Director for Education. It has no budget, and is funded through student store sales. The recreation aide is the faculty advisor for the student store and runs it with the help of student council leaders.

Student council is responsible for: movies, dances, recreation and sports; dormitory related activities, meal planning, student leisure time activities. Other functions: It is sometimes consulted in matters of construction, some policy planning, some fiscal matters, some curriculum matters. It is involved in setting dress and behavior standards. It is not involved in corrective treatment for behavior problems or in student clubs.

*Student Council **does** not feel too closely controlled, and feels that it is adequately effective.*

SCHOOL AS A COMMUNITY:

The school is not regarded as a community with people living and working together within certain geographic areas, having interests in common, rule of conduct for all, common authorities, neighborhoods, family groups, etc.

SCHOOL AS A PART OF THE LARGER COMMUNITY:

The townspeople apparently do not consider the school as one of its community institutions. Relations between the community and school are not good and there is no active community advisory committee.

STUDENT HOME COMMUNITIES AS SPONSORS OF THE SCHOOL:

Counselors and some parents have held some conferences on student problems. Parents of students frequently visit the school and some of the dormitory staff are parents of students in the school. Some people other than parents have visited the school from the students' home communities.

There are no active school supportive organization composed of interested home-town people. Students are from more than 30 different tribes.

HOME COMMUNITY PERCEPTIONS OF EDUCATIONAL NEEDS:

The school is now attempting an assessment of educational needs as felt by the home community. There have been no returns as yet from this effort.

SCHOOL SOCIAL WORK:

The school does not have a social worker. The services ordinarily performed by social workers are either not performed or performed by counselors. There is a staff psychiatrist available.

DUTIES OF COUNSELORS:

There are three counselors and the Firector of Guidance and Counseling, Mr. Littleman. All have the AB degree and two have 18 hours in guidance and counseling credits. The Director of Counseling is working on his master's degree and has some credit hours in counseling.

MAJOR DUTIES OF COUNSELORS:

1. *Provide liaison service between the school and agencies, between the school and parents, and between the school and the communities. In this capacity they represent the school in court cases involving students and participate in staff studies of individual students.*

2. *Provide counseling services to students with emotional an- behavioral problems in dormitories after school hours, both individually and in group sessions.*

3. *Give achievement, ability and aptitude tests, psychological diagnostic tests, and teach some guidance or mental health classes.*

4. *Consult with teachers in teaching principles of mental health, and give in-service training to other staff members.*

5. *Develop school programs and curricula in areas such as alcohol and drug abuse.*

6. *Develop special programs for individual students and coordinate resource visitors for these students.*

7. *Make home visits to work with parents in a few special cases.*

8. *Provide public relations contact with parents, clubs, interested citizens and others.*

9. *Head counselor performs administrative duties.*

10. *All counselors are involved in regular counseling duties in the summer and also in other duties such as departmental administration, assisting with activities, coordination and upward-bound programs.*

SPECIAL EDUCATION:

Special Education is a Title I program at Ft. Sill. Title I policies and requirements are carried out according to a written policy for identifying and prescribing the special education needs of students. Mrs. Hunter and Miss Tonemah, an aide, carry out these responsibilities.

Special education services of the school include reading lab and an itinerant special education teacher. There is no speech therapy.

The target group for special education numbers 24, but only 21 are now enrolled. The target student is tekan to a self-contained classroom from his regular classroom and retained for an hour or more, then returned to the regular routine. There is no school psychologist and no special education for the gifted.

ADMINISTRATION WITH REGARD TO RECORDS:

Referral or transferral records seldom arrive at the school before the student. They rarely contain medical records or special notations in cases of medical, psychological, social, conditions and needs.

The academic record is not usually complete. It often contains only the application, and in more than half the cases the application does not arrive until after the student.

ENROLLMENT:

Of daily absences recorded, 20 percent are due to illness, 40 percent to AWOL and 40 percent have withdrawn.

Lloyd New
Evaluator

SUMMARY REPORT: CULTURAL ARTS

It is evident that the arts are considered to be of peripheral value, and experienced only by a few students. General environment of the classrooms is sterile, uninspiring, and sometimes downright depressing. This program fails to treat those aspects of the students' affective lives that stem from the fact that they are American Indians.

This position is psychologically destructive and does not deal the need for identity, self worth, and pride that could develop from experience in the cultural heritage of Indian people.

Recommendation:

The Fort Sill administration should provide personnel and budget for a cultural arts department, with a chairman whose responsibility would be to organize opportunities for cultural experiences throughout the system, not just in the department.

A cultural center should be established on the campus. This should include an exhibition center, a place to dance, to drum, to sing, to make costumes and produce plays.

The budget should allow for inviting specialists in various arts, who would give prestige and interest to the program.

At present, the school is recognizing the needs of Indians in the cognitive area, though courses in Indian History, Indian Psychology, and Social Studies. It is equally important to recognize the areas of feeling and experiencing the meaning of being Indian.

Jan Jacobs
Evaluator

SUMMARY REPORT: ATHLETIC PROGRAM
PHYSICAL EDUCATION

The athletic program at Fort Sill Indian School is headed by an athletic director under the supervision of the academic department. Funds come from an academic department allocation and gate receipts from varsity games.

The following sports are offered:

BOYS : Football, basketball, baseball, track and cross-country

GIRLS: Basketball, volleyball and softball

There are nine teams at present with three male coaches coaching eight of them. The firls' basketball team is coached by a girls' instructional aide. The coaches not only coach and supervise the teams, but often drive the bus to and from games.

The facilities for athletic teams are in poor condition. For details, see report on educational facilities.

Equipment, uniforms and supplies are inadequate and outdated. All need to be improved and many replaced.

RECOMMENDATIONS:

1. A woman should be hired to coach girls' teams.
2. Bus drivers should be available for trips.
3. Facilities are all in need of renovation or replacement.
4. Present football equipment is unsafe and should be replaced.
5. A building should be built for lockers, equipment storage and officer for the coaches.

Ft. Sill does not require physical education, since the State of Oklahoma has no high school physical education requirement for graduation.

Physical education classes offered are: 1 freshman class, (co-ed); 1 boys upperclass, and 1 girls upperclass.

There are two male physical education instructors, with duties in other academic areas as well.

Facilities include gymnasium, combination football-baseball field, putting green, tennis courts, basketball goals and "North Hall", a building used to house the Universal Gym and football equipment.

The department has the usual small equipment, such as balls, tennis rackets, and shoes. There are no wrestling mats or gymnastics equipment except the 8-station Universal Gym.

There are no set objectives for the physical education department. Each instructor designs his own, with little carryover from one class to the other. A small unit in health is included, but not studied in any length or depth.

RECOMMENDATIONS:

1. Two years of physical education should be required of each student.

2. Classes in physical education should be progressive, giving students an opportunity to improve skills and knowledge from year to year. Classes should not be used as practice for varsity teams.

3. A woman should be hired to teach the girls' physical education.

4. Facilities should be renovated.

5. Equipment should be obtained for more and varied activities.

FOOD SERVICE

Food for approximately 225 students is prepared and served in this area three times daily.

There are a total of eight cooks and food service workers, one of which is the head cook. She plans the menus, orders supplies, arranges work schedules and assists in preparation of meals.

Five students were assigned to the serving line at the noon meals. Two staff members also assisted. There was one serving line and it took approximately twenty-five minutes to serve the student body from steam tables. The food service staff and student helpers had their meal before serving began.

The meals were served on plastic trays and paper cups were used. Each student took his tray and silver to the dish room as soon as he finished eating. One staff member was on duty in the dish room. A two-tank Hobart dishwasher was used in this area and the trays and silver were being cleaned adequately. Recommendation was made that a chemical disinfectant be used in the hand-washing of cooking utensils.

In conversing with several students in the dining room, the comments concerning the food was generally favorable.

Personnel was in appropriate attire. Each seemed to understand their assignments as to preparing and serving the noon meal but the observer saw a lack of organization in cleaning the dining room properly, following the meal.

Presently, menus are prepared on a weekly basis, using the food items that are purchased monthly. The observer recommends that a monthly menu pattern be planned which would be a guide to facilitate the ordering of both perishable and non-perishable food items.

Specifications for fresh meats, vegetables and fruits should be more specific in regards to grades, size, content of fat and packaging. The observer also suggests that food items should be inspected when delivered. Possibly some training of staff would be necessary in this area.

A storeroom is located off the kitchen which is large enough to maintain two or three weeks supply of staple items if it were properly organized. Warehouse skids, at least six inches high, are suggested so that cleaning would be simplified.

There seemed to be an overstock of surplus food items which affected the proper storage of foods. An open basement is used for extra storage of canned food items and this is undesirable because there is no way to secure it. Better organized storage space is suggested, possibly an additional room, if the present inventory of staple foods is carried.

Average sanitation is maintained in the kitchen, dining room, dish room, refrigerators and store rooms. However, the back door had an opening that should be repaired in order to help control rodents.

Equipment was adequate but better training in the care and use of equipment seems necessary. An overhead table rack for hanging small utensils would be useful. There is also a need for a small steam chef cooker.

RECOMMENDATIONS:

1. *Employ an experienced food service manager.*

2. *Conduct in-service training session to improve the operation, products from the food service area, sanitation, storage, etc. Orient staff as to acceptable procedures, good techniques, policies of the school and of the Bureau, settle grievances. Update specifications, train staff in the proper techniques of inspecting foods.*
   Menu planning (include more bakery items).

ENROLLMENT ACCOUNTING

Student enrollment information is collected and filed by the registrar's office under the direction of the Principal.

Cumulative record folders are prepared for each student. Active files are maintained in the registrar's office with inactive folders being stored elsewhere in the building. The registrar is also assigned the duties of notifying students applicants of their eligibility to attend Ft. Sill Indian School and of notifying the students home if the student withdraws from the school. With assistance from two others in the office, the registrar is responsible for collecting student grades at the end of each nine weeks, typing the grades on report cards and disseminating these reports to the student, his home, his agency and the dormitory.

Transferring the grades into the cumulative record file is usually taken care of during the summer months. The registrar also prepares transcripts for former students and writes for transcripts for students entering from another school. A monthly summary of enrollment at the school is prepared for the area office and a different form is prepared each month for submission to the files of the Central Office. In the preparation of these reports, use is made of a daily enrollment form prepared by the pupil personnel office and the daily attendance slips sent into the office during each school period.

The student records generally were found to be in good condition. New entries were being made as time allowed. Follow through was being made to see that accurate transcript information was available on each student. The time lag between the teacher's grade reporting and the completion of the typing of the report cards was only three days. One week was needed to get all of the grades together and sent out to the students' homes.

The daily accounting of student attendance left something to be desired. Student assistants were used to transfer the absences from the teacher's report slips to individual student records. A daily summary of absences is prepared and submitted to the pupil personnel office for counseling of those students who were absent without excuse. An examination of one week's collection of absence slips (March 12-16) indicated that no teacher submitted absence slips for all periods during the week nor did any teacher fail to submit absence slips for all class periods. Assuring that there were some classes that had no absences during this reporting period, it would still appear that more than half of student's absences from class are not being recorded.

One of the central problem involved in the recordkeeping was the duplication that was done in taking information from one place and recording it in another place. For example, assuming that the teacher marks attendance in

a roll book, he then has to fill out the absence slip based on the roll book. The absence slip information is recorded in the student's individual attendance form in the office and on the daily absence summary. All this recording involves a great deal of time and manpower. Other methods need to be implemented to eliminate much of this duplication of records.

A suggestion which might be helpful in eliminating some of the duplication involved with attendance reporting is as follows:

1. Continue to have the dormitories complete the daily attendance report up to 8:00 a.m.

2. Send the top part of the form to the P. P. S. Office.

3. Send the bottom part of the form to the school office for listing the students in the daily bulletin.

4. The school office should prepare the notices for the daily bulletin by the close of the previous day. Upon receiving the names of enrollees, absentees returned from leave or on leave, etc., these can be typed and the bulletin in the hands of the teachers by the time class starts at 8:25 a.m. (If the time is critical, have the dormitories send the report to the office at 7:30 a.m. or some other "reasonable" time.)

5. Teachers would then report to the office only those students who are absent and whose names do not appear in the bulletin.

6. Students keeping records in the school office would record those students absent using the bulletin for student absent all day and the teacher's slips for period absences.

This is only a suggestion but it is a partial answer to the question, "Is there another way to record absences?"

It is further suggested that information currently being carried in the bulletin, such as "in jail", is really not needed by the teachers or the students who have access to these records. Such comments belong in the class of privileged information.

Frank Latta
Evaluator

FT. SILL FACILITY EVALUATION

The Ft. Sill Indian School in Lawton, Oklahoma, gives a rather good impression as one drives onto the campus. The physical condition of the plant is good. As an educational facility, however, the plant is inadequate.

Ft. Sill Indian School was originally an elementary school, which causes some of the difficulty. High school programs demand different kinds of spaces. Classrooms are generally too small, contain little or no storage space, and are scattered over the campus.

One of the cottage-type dorms is being used for classroom. Although the rooms are adequate in size, the arrangement is poor because of the distance from the main academic building.

The following comments are based upon a tour of the Ft. Sill facilities.

BUILDING 301:

Function: Administrative offices and classrooms.

Room 100: Reading Lab - Room too small for equipment needed in Lab.

Room 101: English & Spanish - Room too small for classes of 25.

Room 102: English - Room has about 700 sq. feet. Storage space lacking.

Rooms 100-102 are located on the first floor across the hall from the offices. They contain little or no storage space and have no room for equipment needed in the Language Arts program.

The men and boys restroom is on the second floor and is adequate.

Teachers lounge and restrooms: The lounge is really just for ladies because it opens into their restroom. It is very narrow, but adequate and in good condition.

Room 201: Language Arts - too small.

Room 202: Commercial room - This room is much too small, expecially if interest picks up in the business department.

Room 213: Library - Extremely crowded. There is no more space for audio-visual aids. The only reading space is at two rows of tables placed end to end. Eight carrels are available but cannot be plugged in for wet carrels.

Room 212: Teacher work area - this space is long, narrow and can accommodate about two people at once.

Room 200: Cultural Studies - Small room with large enrollment.

Athletic director's office: This will accommodate two people if necessary.

The basement of building 301 is being used for math and science.

Room 010: General classroom of 500 square feet.

Room 011: General Science Lab - 600 square feet or less. Inadequate.

Room 021: Chemistry and Biology Labs - About 900 square feet with a lecture area and a lab area. Both are too small.

Room 012: Math - 8 study carrels. Crowded.

Room 013: Boiler Room.

Title I Office: This also used by other basement teachers, but is small.

Building 301 is sound but would be too costly to renovate for a good educational facility.

<u>BUILDING 302</u>

This building serves as the gymnasium and auditorium. It is very inadequate. There is bleacher seating for 500 if crowded. The floor does not have a full sized court and there is very little space between the court edge and the bleachers. The concession stand is located in the women's restroom area. This restricts the use of the toilet room.

There is a large stage at one end of the building but no dressing room or storage space at the sides.

Dressing rooms in the basement are very small and are used just by visiting teams. Ft. Sill teams dress in their dorms.

The building has no office for a coach and the entrance vestibule is only 20 square feet.

The playing floor is very thin and cannot be sanded again. Several boards need to be replaced because of splinters.

The gym should be replaced.

BUILDING 303

Pupil Personnel Building and Student Canteen.

There are four offices, two on each side of the hall as one enters the building. The offices are adequate for one person in each. However, there is no space for display of guidance materials, waiting room, testing room, etc.

The hallway leads into the canteen. It will accommodate thirty students if they are packed in. There are toilets and a concession area in the canteen.

It is inadequate.

BUILDING 304

Industiral Arts.

The building is divided into three shops: (1) metals, electricity and electronics; (2) drafting; and (3) woodshop. They are all too small, have practically no storage space for projects or materials, and no display space.

There is a small finishing room in the wood shop which is inaccessible. Larye items would be difficult to get into the room.

Lumber and other supplies are kept in an old warehouse near the shop building.

BUILDING 317

Home Economics: A rather attractive home economics department has been housed in the old laundry and plumbing shop. It has four kitchen units and a sewing area but no space for a home living area, very little for dining and almost no storage space. The building has one bathroom, a laundry alcove and a teacher's office.

The building is some distance from the other classroom buildings. The home economics department should relate to the other academic spaces more closely.

BUILDING 390

Kitchen/Dining Hall.

This building is in good condition and will be retained. The kitchen and dining room are very adequate. The basement is a large open space that could be used for a student center with some remodeling. It would involve dividing the space and furnishing it, primarily. Plans are underway to convert this space into such a center. Some storage space for the kitchen will need to be retained in the basement.

BUILDING 324

Band Room. This building was formerly a home but was used for a store room until the music department moved into it. It contains a room that can accommodate 20 band pupils if they are crowded into the space. A small closet is used for band uniforms and choir robes are stored in a locker. Most instruments must be kept in the main room since the storage room is only 8'x10'. Very inadequate.

BUILDING 320

Special Education. This building is used for remedial instruction. The equipment fills the room. It is separated from the other academic facilities and is inconvenient.

BUILDING 306

Cottage dorm used for classrooms. The spaces are adequate but many of the smaller rooms are not used. The building is poorly arranged for classroom use. It is also all the way across campus from the other classroom buildings. R.O.T.C., Art, Social Studies and Driver Education classes meet in this building. It should be refurnished and used as a dorm.

BUILDING 321

Warehouse and storage. This old building is used for shop materials storage. It is inconveniently located and inadequate for storage.

RECOMMENDATIONS

The following buildings should be demolished when a new plant is built:

Name of Building	Number	Sq. Ft.
Classroom Building	301	19,062
Multi-purpose Building	302	9,194
Student Union & PPS Office	303	1,690
Practical Arts	304	3,672
Museum	309	14,057
Quarters, 2 bedroom	310	749
" "	312	892
One Stall Garage	313	213
Three Bedroom Quarters	314	1,557
Two " "	315	994
Three " "	316	1,253
Home Economics	317	2,291
Special Education Bldg.	320	811
Warehouse & Storage	321	2,333
Storage Building	323	251
Band Room	324	1,095
R & M Shop	328	3,642
One Stall Garage	330	288
Two Bedroom Quarters	331	1,449
One Stall Garage	333	182
Two Bedroom Quarters	334	1,181
" " "	35	1,129

Name of Building	Number	Sq. Ft.
North Hall	342	3,228
Athletic Storage	343	810
One Bedroom Quarters	346	524
Warehouse	361	2,737
Two Bedroom Cottage	376	1,060
Two Bedroom Quarters	389	934
Grease & Oil Storage	393	239

All of the quarters except the superintendent's home should be demolished. The cottage-type dorms should be used as dorms, with fewer students per room. The students prefer them to larger dormitories and they are in good condition except for some furniture.

All of the educational program should be housed in one facility with an adequate Resource Materials Center in it. A new gymnasium is badly needed.

Administrative offices should be centralized and modernized.

If a new facility cannot be built right away the following remodeling should be done before another school year begins:

1. Remodel dining hall basement for a student center.
2. Change radiators to convector heaters in the cottage dorms.
3. Replace some of the bathroom fixtures in the cottage dorms.
4. Convert classroom (dorm) back to a home living unit.
5. Install a new floor in the gymnasium.

PROGRAM ALTERNATIVES AND RECOMMENDATIONS

AS PRESCRIBED BY THE FSIS SURVEY

There is small doubt that the Indian community wants to retain Ft. Sill as a boarding school. The school is functioning well enough to meet the needs of many of its pupils, however, there is a dire need to revitalize the entire program academic as well as dormitory. To do this, all factions, particularly among tribal groups must work together despite certain philosophic differences. Unless this is achieved, FSIS will become more of a liability to its students than a good productive school experience.

The goals of the Indian community as described by the questionnaires are similar to those of a typical non-Indian community. Fundamentally, the people want an effective education program with good standards of achievement. Many observers reported too much apathy both in faculty and among students. Rather than place the blame on certain individuals it would suffice to say that too many adults at FSIS are doing no more than going thru the necessary motions of providing a high school education to the student body. One shining light in the school is the ROTC unit, basically a non-academic activity. In a meeting with ROTC instructors, the team was encouraged by the remarkable enthusiasm of the staff and students. Acknowledging of course that the program is young, it was refreshing to see that students in this program seemed alert and alive. We felt it was more than a novelty or use of military bearing but the type of interaction that adolescent youngsters found exciting. The team saw this activity as very beneficial not from a military but from a motivational vantage point. Perhaps it is significant that the instructors sincerely liked what they were doing.

The survey did not analyze academic results of the program nor did it examine follow up data. This information is obviously important in a needs assessment study. But there was unanimity on the team and from the specialists that a higher level of performance was needed on all levels, staff, students and school board.

The dormitory program including pupil recreation must be strengthened. This would take into consideration the design of a counseling program to work on an individual and group basis with pupils. It means that everyone should be guidance minded from the aide to the top administrator. (This does not mean permissiveness or laxity which can destroy the effectiveness of a school program). All the perennial complainers should either be transferred to non-student contact activities or dismissed. Student discipline should be firm yet fair and administered impartially. Parents of difficult-to-manage youngsters should be brought in, if need be, at school expense to attend case conferences on their children.

Teachers who may have official certification but are just drifting through the days work should be weeded out. Much of this is the responsibility of the supervisory staff who should be spending most of their time with the instructional program including classroom observations. Non-qualified staff should be moved out of the classroom as soon as possible.

The entire activities program needs attention. Hopefully, a working committee could be established with the Lawton community to provide off-campus activities in sports, social gatherings as well as churchgoing. The campus itself with its excellent land resources could be developed into a recreation area, hiking, camping, horseback riding, community gardening, etc. The opportunity to use these outdoor facilities are boundless particularly for the science program. Perhaps greater use of the outside areas in the academic program as well would provide the necessary motivation to raise the performance level.

The development of a student union facility as recommended by the school administration should receive priority consideration. Athletics, physical education and recreations need increased support -- these activities appeal to youth, encourage pupil-teacher relationships and provide healthy outlets.

Many of the buildings at Ft. Sill should be replaced. If the school is to be continued the proposed construction plan should be reexamined in terms of smaller homeliving units. Unless the enrollment is maintained at the 300 level it will be difficult to justify additional funding. This means that the school's holding power must be strengthened to avoid the continuing drop-out rate.

To provide greater stability in school enrollment, the typical traditional program either has to be presented with sufficient challenge or discarded in favor of a more innovative approach. Students are an excellent reservoir of ideas and should be brought in regularly to the school's advisory councils. Since the school is operated for their benefit, they have the most to lose or gain. Every effort should be taken to reduce staff tensions and controversies. This doesn't mean an authoritarian system but one which permits open discussion and exchanges of views. Ultimately, however, the superintendent must decide major issues and should be allowed to do this freely with few constraints placed on him by either the Area, Central Office or school board.

CONTRACTING AS AN ALTERNATIVE

Present Bureau policy is actively encouraging local control of schools. Indian School Boards which have been serving on an advisory basis could easily become truly active organizations through a legal corporate structure. The alternative of an Indian group contracting a part or all of a school program presents a unique opportunity as well as a challenge. Despite certain views that this route is merely termination in disguise, the capability of directing a school according to the desires of the Indian co-munity, could be developed through a BIA-Fort Sill Indian School contract.

There are numerous advantages through contracting but the major asset is the operating of a school independently. Ties will still be maintained with supporting Bureau services through the Area and Central Offices and funds will be provided directly to the contracting school based on the program design as well as pupil enrollment. Indian parents will undoubtedly seek to participate more fully in policy making since they will assume greater responsibility for these children's education.

The aforementioned alternative, however, does not represent a unanimous opinion of the team.

ORBS MEMORANDUM ISSUES

The following comments are representative of the Survey Report in terms of the proposed issues presented in the February 12 memorandum which is included in the Appendix.

1. TIME: The April deadline was modified to allow more time for the goals questionnaire. It was subsequently decided to present the final report on July 2, a regularly scheduled school board meeting.

2. STAFF INVOLVEMENT: Two formal meetings were held with the entire staff to explain the ORBS concept and secondly, to provide a status report. Additionally, the team met with both individuals and groups. The goals questionnaire and evaluative criteria forms were also completed by the faculty.

3. BUILDING PROGRAM: A construction program has already been planned based on defined educational specifications. Current building needs have been detailed in the facilities evaluation. A major issue is the construction of a student lounge in the dining hall basement which the team supports for immediate consideration by the area.

4. SCHOOL BOARD: The board is split over several issues, two of which are the present administration and the possibility of contracting the school operation. At a special evening board meeting, contracting, its strength and weaknessess were debated. No positive steps were taken to pursue the matter further and the team feels that this issue should be determined locally.

5. ACCREDITATION: Ft. Sill will be preparing for a North Central evaluation during the coming year. Procedures to follow have been outlined in Appendix and should begin at the earliest possible time. The ORBS Survey should provide an excellent foundation for North Central next year.

6. AFFECTIVE DOMAIN': The goals questionnaire sought to glean attitudes about FSIS, particularly its major role. There is full agreement that FSIS still has a major mission in providing Indian education but there is considerable concern about the home living programs and student apathy. The staff and student feeling toward the school is basically sound.

7. LOCAL COMMUNITIES: Although Ft. Sill has been located near Lawton for many years, the previous administration has never encouraged a real cooperative relationship. The school should take some of the initiative in improving this relationship. At a luncheon between Indian leaders and community leaders, a major step was taken to build a foundation of trust as well as cooperation. This extended to the large military institution nearby. Hopefully, a joint committee would be organized to improve school-community contacts, particularly for recreation purposes.

8. SCHOOL LANDS: There is extensive acreage belonging to FSIS but currently not being used. With small effort and minimal cost, this land could be developed for recreation purposes for Indian children and the Lawton community. There are numerous ways this land could be used in supporting the science, athletic, health programs and possibly used by pupils to cultivate and raise domestic animals for profit.

9. COTTAGES VS. DORMITORIES: The interviews with pupils and staff indicated the increased value of the cottage arrangement over the traditional dormitory. Numerous letters from pupils to the team also reflected this support. This option is not firm and perhaps should be studied more intensely.

10. SPECIALIZED INSTITUTION: Very few people either in the questionnaires or interviews wished to convert Ft. Sill into a specialized school. Despite the feeling that the school should be equipped to serve all types of Indian pupils, the character of the student body is changing. There is a greater need for social adjustment and career counseling. As indicated by one consultant this should be a major aspect of the instructional program as well as the guidance area.

11. ADMISSION CRITERIA: Admission at the present time is not restricted although approximately 65 per cent of the enrollment is from Oklahoma. Questionnaires indicated that the Indian community wanted the FSIS open for all Indian youth without restrictive criteria either to region or type of pupil.

    A review of student accounting procedures indicated that a more firm policy for absenteeism, tardiness, etc., should be established particularly if admissions are fully open.

12. SURVEY BUDGET: Not including the expenses of BIA specialists and support personnel, the FSIS survey was budgeted for $2,500. The total estimated cost based on ten full days of study and travel including BIA personnel could be calculated at $7,000.

    Consult Appendix A.

APPENDICES

United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
OFFICE OF EDUCATION PROGRAMS
INDIAN EDUCATION RESOURCES CENTER
P.O. BOX 1788
ALBUQUERQUE, NEW MEXICO 87103

IN REPLY REFER TO
Evaluation & Program Review

FEB 12 1973

Memorandum

To: Anadarko Area Director, Attention: Education
Through: Administrator, Indian Education Resources Center

From: Chief, Division of Evaluation and Program Review

Subject: Fort Sill ORBS Survey

The School Board, Fort Sill administration, and Anadarko Area Office have requested a Survey of the school. Preliminary visits have been made to the Area Office, to the school, and a meeting has been held with the school board to discuss and explain the activity. At this point, all parties are ready to proceed with dispatch. The following discussions pertains to the Survey Design and Procedures and to general observations:

SURVEY DESIGN AND PROCEDURES

A. GENERAL APPROACH: The general approach to be used in the Survey is that contained in Research and Evaluation Report Series No. 11, which describes the ORBS Project.

B. SURVEY OBJECTIVES: The minimum objectives for the Survey are the three contained on Page One of the above-mentioned report. They are:

1. Review long-range goals; if none exist, develop them.
2. Identify and describe the existing program.
3. Review the existing program in terms of the long-range goals. Provide recommendations for meeting the agreed-upon long-range goals and objectives. These recommendations will be stated in realistic alternatives and priorities.

C. SURVEY TEAM: The Survey Team composition suggested in the ORBS Project should be used. These are: Evaluator and Chairman of the Team; Representative from the School Board;

Representative from the Student Body; Representative from the Area Office, and Representative from the School Staff.

Additionally, it is suggested that Mr. Lloyd H. New, Director of the Institute of American Indian Arts, be invited to participate as a Team Member. There are various reasons for this request, but the one thought more important is the improved intercommunication to be derived between the Secondary and Post Secondary Education Programs. Dr. Henry Rosenbluth of the Central Office of Education Programs will be Evaluator and Chairman of the Team. Dr. Aaron Dry will be the Representative from the Area Office. Other Team Members are yet to be selected. The situation has been discussed with Dr. Rosenbluth and he intends to convene a meeting of the Team as soon as possible, and prior to March 1.

D. BACKGROUND PAPER: This should be an important and vital piece of work to the total Survey effort. Mr. Andrew Lawson of the Washington-based Evaluation and Program Review Division has agreed to do this job. Based on knowledge to date, it is suggested that the following be included in the Background Paper.

Research of the correspondence files at the school and Area--
Location and inclusion of existing school goals and philosophy--
Identification of obvious problems--
Identification of outstanding accomplishments--
Thumbnail historical sketch--
Past evaluations--

The above should be considered as minimal for content and others maybe included. The Background Paper should be completed by the week ending March 2. It should be submitted to the Evaluation Team orally and in writing.

E. EDUCATIONAL PREFERENCES: The development of a questionnaire instrument relative to educational preferences of parents, tribal leaders, students, and staff of Ft. Sill should be started immediately. This should be related whenever and however possible to the Background Paper. The educational preference activity should be completed by the middle of March and the Report submitted to the Evaluation Team.

The above, A through E, represent immediate concerns and the deadlines associated with each are tentative. Dr. Rosenbluth, as Chairman, and the Team in general, will no doubt wish to adjust these deadlines to meet their own requirements. However, based on experience with other school surveys, a fairly tight schedule should be maintained throughout the Survey, which includes firm deadlines.

GENERAL OBSERVATIONS

1. TIME: An estimate was made to the School Board concerning the amount of time to complete the entire project. It was estimated that it would be completed by the middle of April.

2. STAFF INVOLVEMENT: It is apparent that the staff will feel somewhat insecure about the Survey. It is suggested that this be given special attention and that meetings for orientation of staff be considered.

3. BUILDING PROGRAM: Ft. Sill had a new construction program started some two or three years ago. The School Board made a special request that the state of this program be incorporated into the findings of the Survey. It is suggested that this be included in the School Facilities category of the Survey.

4. SCHOOL BOARD: The School Board and its operation should become a part of the Survey and should be placed in the administration category.

5. ACCREDITATION: Ft. Sill is currently accredited by the State of Oklahoma. They have expressed interest in Northcentral Accreditation.

6. AFFECTIVE DOMAIN: In reviewing the situation in the past few years at Ft. Sill, it seems important to include an assessment of student and staff attitudes and opinions concerning the school, its purposes and operations.

7. LOCAL COMMUNITIES: Ft. Sill has a unique relationship to surrounding communities. This includes Indian Tribes and the Lawton Civic Community. This should be an important aspect of the Survey.

8. SCHOOL LANDS: There has been some question in the past years concerning the uses of the acreage that comprise the school property. This should be given consideration and probably under the School Facilities category.

9. COTTAGES VS. DORMITORIES: Ft. Sill has a combination of cottages and dormitories for housing students. The Survey could provide an excellent opportunity to give the respective merits of each as related to a resident educational institution. This should probably be in the out-of-class activities part of the Survey.

10. SPECIALIZED INSTITUTION: This is a thorny and unpopular issue with Indian People and Indian students. Should Ft. Sill become a specialized-type of school? This question should be incorporated into the Survey.

11. ADMISSION CRITERIA: Some special consideration should be given to this based on the existing enrollment.

12. SURVEY BUDGET: The budget for the Ft. Sill Survey is quite limited and provides for only a very minimum of outside consultants. Even so, it is believed that a very high quality Survey can be achieved using BIA Education personnel, School Board members, students, and perhaps one outside consultants.

The above information does not purport to be all inclusive, but it does identify some major aspects of the Survey.

Thomas R. Hopkins

Thomas R. Hopkins

Administrator, Indian Education Resources Center Date: 2/11/77

cc: Dan Sahmaunt
cc: Chairman (School Board)
cc: Dr. Rosenbluth
cc: Mr. Hawkins
cc: Dr. Benham
cc: Marie Monsen
cc: John Carmody
cc: Bob Hall
cc: James Freelon
cc: Andrew Lawson
cc: Dr. Dry
cc: Superintendent (Ft. Sill)
cc: Tiffany

GEORGE W. UNDERWOOD
CERTIFIED PUBLIC ACCOUNTANT
5963 EAST 31st STREET
TULSA, OKLA. 74135

TELEPHONE
836-6511

April 26, 1973

Dr. Henry Rosenbluth
% Mr. Jack Williams
Superintendent
Fort Sill Indian School
Lawton, Oklahoma

Dear Dr. Rosenbluth:

Enclosed are ten (10) copies of our report on the Fort Sill Indian School survey.

The response was rather weak, but the consistent answers and rankings by persons of the four groups lend validity to the survey. I especially liked the interest displayed by responses of different groups. Some statements brought out high responses by all groups and other less interesting statements reflected that low interest. The students seemed to be willing to express their thinking, but appeared to be overly enthused in some instances.

The results indicate a high interest by those responding, and a need for some changes to improve the school. There were some comments that brought out the A.I.M. influence. Any comment or ranking that did not appear to be sincere we eliminated.

I hope our report will be helpful. It was interesting and informative for me. If I can be of help please feel free to call on me.

Yours truly,

George W Underwood
George W. Underwood

GWU:jf

Encl.

FORT SILL INDIAN SCHOOL SURVEY

PROCEDURE

The questionnaire concerning Fort Sill Indian School was sent out to approximately 500 persons of several groups. The groups were: students, staff members, parents, tribal representatives, and others. The answers from groups of tribal representatives and others were combined as tribal representatives due to the limited response.

The approximate number of questionnaires sent to each of the respective groups, the number responding, and the percentage that responded are indicated below:

	No. Sent	No. Responded	%
Students	200	140	70%
Staff Members	80	31	38.75%
Parents	220	33	15%
Tribal Representatives	70	13	18.6%

The survey questionnaire consisted of four parts: (1) Respondents were asked to classify or type the Indian youth that a boarding school like Fort Sill could serve best. The ranking was to be from most important group to least important group using numbers 1 through 6; however, only 5 groups were provided to rank due to an error in preparation of the form, with space for "Other": to be filled in, but not ranked. Only 15 responded to the "Other" group, and some of those were to indicate the sixth category, which had not been provided. The number filling the "Other" space was so small that the answers were not considered in the findings. Several respondents used the number 6 to indicate the "least important" type of student, and some used the

number 5 to indicate the "least important" group. For summary purposes rankings of 5 and 6 were combined.

(2) Respondents were asked whether or not they felt that Fort Sill Indian School was needed. If the respondent answered "No", reasons for the "No" answer were to be given. Three students answered "No". One student did not give a reason, but filled out the questionnaire with evidence of considering each question. One student remarked, "they don't have enough control over the students," and completely voided the questionnaire. The third student completed the questionnaire with apparent consideration of the statements, and gave as his reason a lack of control over the students, alleging that those in charge didn't know half the things going on.

One staff member gave a "No" answer with the reason that secondary education of all youth, regardless of race, should be the responsibility of the local public schools. All others indicated that Fort Sill Indian School is needed.

(3) An information sheet was provided for the respondent to furnish personal information, such as: sex, Indian or Non-Indian, tribe, state, age, present position, educational level, and whether they had ever attended a BIA boarding school. This information is reflected in the summary in several instances.

(4) The respondents were then asked to rate the importance of a series of 33 questions on a 5 area scale varying from SA -- strongly agree; to U -- undecided; to SD -- strongly disagree. These statements were concerned with goals or school objectives or the potentials of Fort Sill Indian School

RESULTS

A weighting procedure was used to rank or classify the kind of Indian youth that can best be served by Fort Sill Indian School. Some respondents used 6 to indicate the least important rank, and omitted 5. Their sequence

was 1, 2, 3, 4, 6; others used 1 through 5. Very few questionnaires were invalidated because of incomplete use. If a respondent used 6 it was treated as a 5 rank.

The 5 types of Indian youths to be ranked were:

Indian students who have experienced serious racial prejudice in public school situations.

Indian Youth who have home problems.

Students who have problems learning in public schools.

All Indian youth who want to go to Fort Sill Indian School.

Only Oklahoma Indian youth who want to go to Fort Sill Indian School.

The results of the ranking are listed in Chart 1 below.

CHART 1

#1 is most important.
#5 is least important.

	Students	Parents	Tribal and Other	Staff Members
Students who have experienced serious racial prejudice in public school situations	2	3	3	4
Indian youth who have home problems	3	2	2	2
Students who have problems learning in public schools	4	1	5	1
All Indian youth who want to go to Fort Sill Indian School	1	4	1	3
Only Oklahoma Indian youth who want to go to Fort Sill Indian School	5	5	4	5

The rankings are fairly consistent from group to group. With exceptions in the two types: "Students who have problems learning in Public Schools," which was ranked No. 1 by parents and staff members and No. 4 and No. 5 by

students and tribal representatives, respectively, and "All Indian youth who want to go to Fort Sill Indian School," being ranked No. 1 by students and tribal representatives and ranked No. 4 and No. 3 by parents and staff members, respectively. The highest ranked type of Indian youth that a school like Fort Sill could best serve was: Indian youth who have home problems and all Indian youth who want to go to Fort Sill Indian School. These two were ranked evenly on a weighted average method. The ranking of the top four types was very close, except for the high and low ratings in the two types pointed out above. The responding groups were in unanimous agreement in selecting the lowest important type. They indicated that they would not want only Oklahoma Indian youth to attend the school. There was a high majority (some 70%) of respondents that filled in Oklahoma on the information sheet. The similarity of rankings, except for the instances indicated, from such varied groups lends credence to the questionnaire.

The response to the question, "Do you feel that Fort Sill Indian School is needed" was very favorable, indicating 214 "yes" answers compared to 4 "No" answers. Less than 2% favored discontinuance of the school, and 3 of the 4 answering "No" were students.

The questionnaire asked the respondent to circle one of five areas relative to goals of Fort Sill Indian School. The areas were, SA -- strongly agree; A -- agree; U -- undecided; D -- disagree; and SD -- strongly disagree.

There seemed to be a reluctance to use the undecided and strongly disagree areas, and they were most often used by students. When these areas were marked by a significant number they were carefully checked.

The questionnaire did not provide answers or areas to be circled for statement No. 6. Some respondents used the same areas as on other statements, and No. 6 was considered the same as other statements, except the actual number of answers accepted were used to determine percentages.

Table I provides the percentages in the first two areas (strongly agree and agree) for each of the 33 statements pertaining to goals of Fort Sill Indian School. There were only a limited number of instances when answers of disagree or strongly disagree were made. If such answers were as much as 10% for a particular responding group a percentage was determined and is shown under the two highest percentages. The statements are reported as they appeared on the questionnaire. Some statements have four percentage figures. The top ones are percentages for strongly agree and agree, and the lower ones are percentages for disagree and strongly disagree, in that order.

There were mixed feelings by the groups on statements 29 and 30 regarding the school board being an advisory or policy-making board. There was not a strong expression of feeling either way on the two statements.

Statement 32 brought out strong expressions of disagreement from all groups. The response to other statements by the various groups was generally the same, with emphasis stronger in some areas. For example, there was very little interest in adult education - statements 5 and 6. The students expressed interest in the opportunity to learn tribal languages, and the other groups were not so interested with the staff expressing disagreement; and the students were not strong in stressing basic communication skills in English, while other groups expressed a strong need for such skills.

Statement 13 regarding written communication between the school and the parent received a rather small response.

There was indication that the students wanted to identify as Indian in cases that brought out Indian art, culture, heritage, or togetherness; while the other groups had a stronger feeling that being a part of the non-Indian society was important to Fort Sill Indian School students and graduates. There was a weak response to the statement (No. 28) regarding religion.

The respondents were invited to make comments. The comments were quite comprehensive. There were 26 students who made comments. The comments were quite general with some petty criticisms, but most expressed concern for the school and felt the questionnaire could help the school generally. There were expressions regarding the need for better discipline, school pride, and better academic standards. Most comments appeared to be sincere.

There were 7 tribal representatives commenting on the need for stronger discipline and better supervision; the lack of communication among students, staff, parents and tribal representatives. A comment was made that statement No. 32 was negative. The percentages (Table 1) bear out this feeling.

Parents commented on the need for better discipline and better dormitory supervision. There were 10 parents making comments. There were several comments that the school was needed, and had done a good job in the past.

The staff (only 6 made comments) commented on the need for students to qualify for functioning in a non-Indian society, and a comment that non-Indians might be permitted to attend Fort Sill Indian School to accomplish training for Indian students. There was concern expressed about improvement of academic standards, and the establishment of definite guidelines for disciplinary action.

The lack of recreational resources was a common complaint. The need for changes in the general overall operation of the school was another common comment.

TABLE I

PERCENTAGE RESPONDING IN STRONGLY AGREE AND AGREE CATEGORIES FOR EACH STATEMENT FOR EACH GROUP

		STUDENTS	TRIBAL REPS.	PARENTS	STAFF
1.	Instructed in Basic Skills	26-20	62-39	84-16	75-21
2.	Develop Ability to Live	42-44	62-39	75-25	84-12
3.	Provide College Preparatory	40-44	46-46	66-30	50-34
4.	Provide Enlarge Vocational	26-34	62-31	57-33	43-32
5.	Provide Education for Adult	13-44	23-53	30-36 9- 0	15-21 21-18
6.	Provide Facilities for Adult	10-60	12-50 37- 0	16-66	12-37 20-20
7.	Instructed in Different Systems	16-48	8-53	30-48	28-32 9- 6
8.	Instructed in Contributions	23-45	23-62	39-48	43-46
9.	Students Should Develop	36-44	23-76	51-39	40-46
10.	Students Should Gain	24-47	23-76	34-45	37-46
11.	Should Provide an Opportunity	65-24	31-62	33-33 12- 0	12-46 25- 3
12.	Instruction Should Stress	29-52	53-39	66-33	84-12
13.	Provide More Written	24-37	31-53	42-54	12-46
14.	Provide More Opportunities	26-46	31-46	63-30	46-43
15.	Develop a Public Relations	23-46	23-69	54-28	57-37
16.	Should Encourage Pride	71-20	62-31	66-33	59-28
17.	Students Study Indian Art	55-35	39-53	60-36	53-40
18.	Students Study Non-Indian Art	23-44	16-69	48-36	43-46
19.	Academic and Home-Living	34-49	53-31	72-25	78-15
20.	Spiritual Development	20-53	39-46	66-28	57-28
21.	All Needed Information	30-49	23-69	78-28	57-40

TABLE I

		STUDENTS	TRIBAL REPS.	PARENTS	STAFF
22.	Should Be Instructed Hygiene	27-49	46-46	66-30	68-28
23.	Dangers of Alcohol	35-39	53-39	90-09	68-18
24.	Participate in Varsity Athletics	54-38	39-53	75-25	62-32
25.	Program Should Offer	56-34	53-39	66-33	68-21
26.	Personal and Job Counseling	36-52	62-31	63-33	59-34
27.	Comprehensive Counseling	15-34	46-31	45-48	43-40
28.	Reflect Sensitivity	12-46	23-53	39-48	43-40
29.	School Board Advisory	11-29 8- 6	0- 8 15-39	18-36 9- 0	28-32 25- 9
30.	School Board - Policy Making	9-25 19- 9	46- 8 8- 0	18-22 18-12	6-32 25-12
31.	Screening Committee	9-29 15-11	31-39	9-25 33- 9	57-21 7- 3
32.	Arrange for Transfer	3-16 16-25	8- 8 23-46	12-25 16- 9	15-25 21- 9
33.	The Program	16-42	53-39	45-42	43-40

INFORMATION SHEET

INSTRUCTIONS:

Please complete this form by checking the appropriate boxes and filling in blanks where indicated.

1. Sex: ( ) Male ( ) Female

2. ( ) Indian ( ) Non-Indian

   If Indian, Tribe: _____

   State: _____

3. Age:
   ( ) 14 and below ( ) 40-49
   ( ) 15-18 ( ) 50-59
   ( ) 19-21 ( ) 60-69
   ( ) 22-29 ( ) 70-over
   ( ) 30-39

4. Present Position:
   ( ) Student at FSIS
   ( ) Parent
   ( ) FSIS Staff Member
   ( ) Tribal Representative
   ( ) Other: _____

5. Education: Circle the highest grade level completed.

   1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16+

   Have you ever attended a BIA boarding school? _____

FORT SILL INDIAN SCHOOL SURVEY

There are many types of Indian youth that a boarding school like Fort Sill can serve. We are trying to find out what kind of Indian youth you feel can best be served by Fort Sill Indian School. Below is a list of different types of students who might be served by the School. Would you put a number 1 in the blank next to the statement that you feel is the most important type of Indian youth for Fort Sill. Rank each statement from 1, the most important, to 6, the least important.

1--most important group
2--second most important group
3--third most important group
4--fourth most important group
5--fifth most important group
6--least important group

Remember, what kind of youth do you feel Fort Sill Indian School can serve best?

_____ Indian students who have experienced serious racial prejudice in public school situations.

_____ Indian youth who have home problems.

_____ Students who have problems learning in public schools.

_____ Students who have had problems with the law.

_____ All Indian youth who wants to go to Fort Sill Indian School.

_____ Only Oklahoma Indian youth who want to go to Fort Sill Indian School.

Other: _____
(Please specify; do not include in the ranking.)

You might feel that Fort Sill Indian School is simply not needed; that public schools and/or private schools might best meet the needs of Indian high-school-age youth.

Do you feel that Fort Sill Indian School is needed:

_____Yes _____No

If you have marked NO to the above question, please tell briefly what your reasons are.

QUESTIONNAIRE

The following statements are concerned with goals of Fort Sill Indian School. Indicate the extent of your agreement by circling one of the five (5) areas:

SA--Strongly Agree
A--Agree
U--Undecided
D--Disagree
SD--Strongly Disagree

There are no right or wrong answers. Please respond to all items.

1. FSIS students should be instructed in the basic skills for continued self-improvement. SA A U D SD

2. FSIS students should develop the ability to live confidently in any society, including Indian or non-Indian societies. SA A U D SD

3. FSIS should provide a college preparatory program with introductory vocational courses. SA A U D SD

4. FSIS should provide an enlarged vocational program. SA A U D SD

5. FSIS should provide educational services for the Indian adult community. SA A U D SD

6. FSIS should provide facilities for the Indian adult community providing it doesn't interfere with student activities. SA A U D SD

7. FSIS students should be instructed in different systems of Indian tribal government. SA A U D SD

8. FSIS students should be instructed in contributions of American Indian people to the total American society. SA A U D SD

9. FSIS students should develop the skills needed to participate in local (including tribal), state, and national political organizations. SA A U D SD

10. FSIS students should gain the skills needed in judging candidates for public office, and for judging different political organizations. SA A U D SD

11. FSIS should provide an opportunity for students to learn tribal languages. SA A U D SD

12. FSIS's instruction should stress basic communication skills in English, including skills of listening, speaking, reading, and writing. SA A U D SD

13. FSIS should provide more written communication (newspapers, letters, reports) between the school and the parent. SA A U D SD

14. FSIS should provide more opportunities for students to learn to communicate and participate with non-Indian communities. SA A U D SD

15. FSIS should develop a public relations program with the community of Lawton and surrounding communities. SA A U D SD

16. FSIS should encourage pride in Indian heritage on the part of all students. SA A U D SD

17. FSIS students should have the opportunity to study and/or participate in all forms of Indian art, including painting, sculpture, and music. SA A U D SD

18. FSIS students should have the opportunity to study and/or participate in all forms of non-Indian art, including painting, sculpture, and music. SA A U D SD

19. FSIS's academic and home-living policies should encourage students to be personally responsible for their actions and conduct. SA A U D SD

20. FSIS students should have an opportunity for spiritual development while attending FSIS. SA A U D SD

21. FSIS should provide all needed information about a student's educational progress to the student and to the parent. SA A U D SD

22. FSIS students should be instructed in an understanding of the needs of personal hygiene, nutrition, and physical exercise. SA A U D SD

23. FSIS students should be instructed in the dangers of alcohol, drugs, and tobacco abuse. SA A U D SD

24. FSIS students should have a chance to participate in varsity athletics such as football, basketball, baseball, track and tennis. SA A U D SD

25. FSIS's program should offer a well-developed student activities' program in recreation and social development. SA A U D SD

26. Personal and job counseling services should be made available to all students. SA A U D SD

27. A comprehensive counseling program, including the services of a psychologists and/or a psychiatrist, should be provided for students at FSIS. SA A U D SD

28. FSIS should reflect sensitivity to and tolerance of the religious backgrounds of students, Indian and non-Indian religions alike. SA A U D SD

29. The FSIS School Board should serve only in an advisory capacity in recommending policy. SA A U D SD

30. The FSIS School Board should be a policy-making Board. SA A U D SD

31. FSIS should have a screening committee for student applicants. SA A U D SD

32. FSIS should arrange for the transfer of Indian students from FSIS to public schools as rapidly as feasible. SA A U D SD

33. The program, in terms of the defined goals and objectives of FSIS, should be review periodically. SA A U D SD

COMMENTS:

_____

_____

_____

APPENDIX D

TULSA PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT
P. O. Box 45208
TULSA, OKLAHOMA 74145

Associate Superintendent for Instruction

March 13, 1973

Dr. Henry Rosenbluth
Bureau of Indian Affairs
Office of Education Programs
Evaluation & Program Review
Indian Education Resources Center
P. O. Box 1788
Albuquerque, New Mexico 87103

Dear Henry:

Enclosed are my observations and recommendations regarding school goals, management, organization, and curriculum for Ft. Sill. I attempted to briefly review my process for data gathering and then offer some general recommendations.

I found the morale of staff members to be generally good but I constantly had the feeling that students were generally apathetic. I recognize this may be created by the boarding school syndrome. However, I do believe it could be improved by more imaginative scheduling of the academic courses and an enlargement of numbers of out-of-school activities. It would seem that the staff could capitalize on a different pattern since the students are always available. Rather, it appeared that the effort was to develop this program to be as nearly like a public high school as possible.

It is my opinion that the administrator has Board support and general confidence among the staff. However, I believe he needs some continuing education opportunities of his own since, like most of us, he has been forced to form opinions on the basis of inadequate data and therefor suffers from tunnel vision. I am suggesting that he observe innovative programs and identify some self study objectives and projects of his own. It appears that he has the general management functions well in hand but needs to improve on techniques on communicating and his general vision of curriculum development.

I did not include the role of Board members in my summary report. Like so many rural boards, members are far flung and highly dependent on the rural administration to do the job. I found them available, intelligent, and persuasive. I don't believe they can be expected to give any more of their time in committee work due to other committments. Besides, I think their input would be of limited value. In lieu of their participation, however, I would suggest other local patrons serving in order to get lay input.

Listed on the next page are my expenses for the day.

Curriculum

1. Data gathering

   - a two-hour tour of facilities was conducted by the Superintendent and teacher-supervisor to familiarize me with the curricular offerings and needs.

   - brief discussions were held with available staff members in their classrooms.

   - comments were also made by Board members during the evening sessions.

2. Observations and commentary

   Review of the curriculum offerings by members of the management staff indicated that fifty-four course offerings are currently available. A tour of the facilities and opportunities to talk with several staff members indicate to me that the course offerings are meeting the needs of a majority of students. Administrators and Board members noted the need to expand reading and basic math offerings. There were conflicting views among teachers and management with some teachers stating that offerings should be narrowed and basics be reinforced with appropriate courses. The logistics of the limited numbers of staff may reinforce the teachers' point of view. However, this is continually debated within most faculties.

   Co-curricular and activities offerings were also discussed. Generally, it was agreed that more alternatives should be examined to enhance the "total" day of the boarding student. Board members also commented on these limits and hope to increase the "off" school hour program by including wrestling and boxing. Improvement of canteen activities was also suggested.

3. Recommendations

   a. That performance-based curriculum be implemented in various academic skills areas in order that students progress could be more closely assessed. The faculty could capitalize on the availability of students through a more flexible schedule that would promote smaller groups and opportunities for independent study.

   b. That programs in math and reading skills be closely evaluated for their effectiveness. More activities that would promote verbal interaction would also be desirable. Application of skills could be enhanced since the students are available more than the usual public school day.

   c. That a larger number of co-curricular activities be developed other than athletics. School spirit is a major objective of any athletic program. However, many additional sponsored club or individual activities can be introduced that provide an entree to individual guidance and development. Such situations improve the "spirit" of the individual, makes him feel worthwhile, and reduces apathy.

ON-SITE VISITATION
Ft. Sill, Oklahoma
March 8, 1973

The objective of this visitation was to obtain data relative to the ORBS Project objectives regarding long range goals and their relationship to the existing curricular program. It was my purpose to focus on three of the areas identified in the ORBS Project and Evaluation Report No. 11, page 4; Goals, Curriculum, and Administration.

Administration

1. Data gathering

   - a session of approximately three hours duration was scheduled with selected administrative staff to review two aspects:

     1. school purpose, goals, and objectives
     2. the management organization

   - a two-hour evening session was also held with representatives of the Board of Education to discuss purpose and goals, effectiveness of the management organization and an examination of board policy structure.

2. Observations and commentary

   Re: School Goals

   Considerable discussion and interaction occurred regarding the school purpose and goals. It appears that while some concensus might be reached among administrative staff, the topic has not been explored. No recently developed goals or current target objectives were stated. Sentiment was expressed concerning enlarging Indian heritage programs. Collectively, however, the curriculum offerings were generally considered as adequate. Discussion was then generated regarding the out-of-class hours. Staff members did comment on limitations of activities, the inadequacy of physical education facilities, and the positive merits of the cottage as opposed to the open dormitory construction in terms of a more humane environment. Also noted were suggestions that the school should be a resource center that assesses then meets the needs of the Indian people, that constant evaluation of the instructional program should be implemented in order to provide functional education and that performance-based curriculum should be developed in the skills area.

   Board representatives had little to add. However, mention was made of needs for occupations program development. Also mentioned were continual need for heavy emphasis on reading and math as well as expansion of the athletic program and canteen.

   Re: Management Organization

   The management organization and functions were assessed in order to familiarize me with the operational design. Approximately 2/3 of the staff roles function directly with students. Lines of communication within supervisory areas seemed to be clearly defined as far as communication down was concerned. Sharing of ideas and possible solutions by the total administrative staff did not appear to be a regular activity. This management involvement technique was met with efforts to affect instant closure on feasibility and acceptance or rejection. Board members made the same general observation regarding staff communication and made no recommendation about reassessment of roles to effect management change.

3. Recommendations

a. That a systematic planning process be developed by the administration that promotes staff, board, and student involvement. The end result of this planning process should be a list of short and long range objectives that includes a schedule of events and designated plan of evaluation. (Enclosed is a copy of TARGET OBJECTIVES for the Division of Instruction in Tulsa. A similar framework might be used.)

b. That an administrative team be organized and include representative students, teachers, support staff, and laymen. This organization could enhance vertical communication in the school and would establish a sounding board for proposals prior to review by the board. The team would provide an improved internal communication and would enable the administration to assess the degree of support for projects by various school factions.

c. That the Curriculum Advisory Committee actively review the program of instruction in light of the stated goals and objectives. The evaluative questions:

(1) Is this course supporting our objectives?
(2) How?
(3) Should it be modified, combined with another, or deleted?

Expenses for March 8, 1973

Air fare Oklahoma City and back to Tulsa	$52.00
Rental of car from Oklahoma City to Lawton and back to Oklahoma City	34.44
Taxi to and from Tulsa airport	10.35
Breakfast	1.69
Dinner	7.60
Total expenses	$106.08

Sincerely,

Bruce Howell
Assistant Superintendent
for Instruction

BH:ms
Encl.

TULSA PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
P. O. Box 45208
TULSA, OKLAHOMA 74145

Assistant Superintendent for Instruction

April 17, 1973

Dr. Henry H. Rosenbluth, Chairman
Ft. Sill ORBS Survey Team
United States Department of the Interior
Bureau of Indian Affairs
Office of Education Programs
Field Services Office
P. O. Box 1788
Albuquerque, New Mexico 87103

Dear Henry:

Enclosed are copies of Section 10 regarding staff qualifications as submitted to me by faculty members of the Fort Sill Indian School. I have reviewed each report and attempted to analize expertise and certification with regard to assignment. I then made notes of appraisal and analysis.

In nearly all instances, the staff appeared to be properly certified. Their qulifications would not show on any structured report. I believe the staff could be more effectively utilized if the classic schedule of six fifty-minute periods per day were made more flexible. The potential that lies in the constant availability of students and the extremely fine pupil/teacher ratio should provide the ingredients for a much more imaginative schedule of courses. The old study hall concept requires tremendous expense, both in staff assignment and good utility of time. When I visited the school, it occured that there was a greater preponderance of administrative staff than should be necessary for a school of this size. Further, that while the counseling ratio is ideal, I am concerned with the role of teacher as counselor. One constant inservice activity could be developed by the assigned counselors that would incorporate better use of the classroom teacher. I believe these remarks and the preceding are supported in comments that I have made on individual staff assignments.

I have not as yet received the set of pages 351 and 352, analysis of teaching conditions. If I can be of further assistance or clarify any comments, please let me know.

Sincerely,

Bruce Howell
Assistant Superintendent
for Instruction

BH:ms
Encl.

NAME	INSTRUCTIONAL AREA	PREPARATION & EXPERIENCE	ACTIVITIES	APPRAISAL/ANALYSIS
John D. Wahnee	Social Studies	Adequate	Oklahoma History Civics World Geog. Sociology Phys. Ed. Football Coach Basketball Coach	Good teacher/pupil ratio. Excellent opportunity to utilize inquiry and interaction techniques for social studies. This assignment is a classic (coach-social studies) and generally unfortunate because of the limited background of most instructors in contemporary history and economics. Instructor's coaching assignments probably delimit field trip and co-curricular activities that can make these courses the most viable in school.
Judy Connywerdy	Director of Dorm	Adequate	Student Council Sponsor	Is she more qualified to handle guidance and counseling activities? The background of this individual would indicate she could spend 100% of her time with students rather than adult personnel.
Edmond Harjo	Art	Adequate	Basic Art Draw. & Paint. Adv. Art Study Hall (2)	Instructor is assigned to two study halls. This seems an unnecessary expense. In an area where most educational institutions are seeking to expand opportunities for student self expression, this also seems a waste of talent. Capitalizing on creative opportunities would seem a most important objective.
Sharon Hunter	Spec. Ed.	Adequate	English Math Science Soc. St.	Appears to have appropriate background sequence (el. then sp. ed.). I assume the students are not isolated from other activities and are in the mainstream of the school experience when not assigned to special education.

NAME	INST. AREA	PREPARATION & EXPERIENCE	ACTIVITIES	APPRAISAL/ANALYSIS
Margaret L. Poucher	English	Adequate	English IV Reading Comm. Skills	The assignment for this instructor is quite diverse. Re-alignment of responsibilities assigned would promote continuity and permit individual instructor expertise to be refined The English IV assignment that shows 24 students should be reassessed also. I am not clear as to the definition of communication skills. It would appear some standardization of terms (language arts? communication skills? English?) would be desirable.
Joyce Grass	Mathematics	Adequate	Physics Algebra I Adv. Math Geometry Consumer Math Class Sponsor	The course assignment for this teacher seems unusually diversified. Consideration of consolidation and identity of a plan for individualized contracting should be developed. The numbers of students should permit considerable flexibility in instructional techniques
LaVerne B. McMillan	Mathematics Science	Adequate	Biology Algebra Gen. Science	Recommend the consolidation of this algebra assignment with other math instructors. This would promote expansion of individual science programs for students. Again, the master time schedule is prohibiting good staff utilization.
Ava Doty	Social Studies	Adequate	World Studies Study Hall American History Ind. Stud.	No comments, good schedule, well prepared professionally. It is interest- interesting to note that she reports in terms of mods (25 minutes, two daily, ten weekly). Most staff members report in terms of five fifty minute classes weekly.
Spencer Queton	Guidance and Counseling	Certificate in Ag. Ed. & Counseling?	Student Counseling	I am not certain of the assignment and cannot react.

NAME	INSTRUCTIONAL AREA	PREPARATION & EXPERIENCE	ACTIVITIES	APPRAISAL/ANALYSIS
Alline Montgomery	Library	Adequate	Library	Recommend elimination of study hall in library in order that it may become a more functional resource center for all classes. Librarian is capable of offering more than the schedule permits
Rupert H. Thompson	English	Adequate	Not defined on report	The instructor has not defined his schedule. However, it appears his background and course qualifications would provide an excellent resource toward curriculum development in the English courses.
Billy Dalton	Business Education	Adequate	Typing I Bus. Occupations Bookkeeping Study Hall	Excellent pupil/teacher ratio. Should provide a highly desirable instructional program. Would suggest a plan of individualized study based on competency be implemented.
Ronald Red Elk	Driver Ed.	Adequate	Driver Ed. Basketball Track	No recommendations. Good schedule and teaching combination.
Billie Sue Allen	Reading Shorthand	Adequate	Reading Shorthand Sr. Class Sponsor	Good assignment and pupil/teacher ratio a very necessary addition to the schedule. All students should be screened for this program. No recommendations.
Phyllis Robertson	English		English II Speech Study Hall (1) Yearbook	Good schedule of classes and teacher/pupil ratio - only the block schedule of 50 minutes and study hall assignment would prevent an excellent teaching situation.
Milburn S. Littleman	Director of Pupil Personnel	Adequate	Admin. of Services Pers.	I am not certain of the responsibilities as identified and cannot react to critique.

NAME	INSTRUCTIONAL AREA	PREPARATION & EXPERIENCE	ACTIVITIES	APPRAISAL/ANALYSIS
Earl Lockhart	Guidance Counselor	Adequate	Counseling	It appears that a more than ample counseling staff is available to students in comparison with the typical comprehensive high school. This school is patterned after the conventional design in so many ways (course offerings, block schedules, etc.). The ideal= counselor ratio which is unlike today's typical high school ratio of 500/1 to 450/1 raises a question of overstaffing. With the excellent ratio in laboratory courses, could those instructors assume some counseling responsibilities after adequate inservice activities?
James M. Sims	Industrial Arts	Adequate	Upholstering Adv. Woodwork Drafting Ind. Arts I Sr. Class Sponsor Ind. Arts Club	No recommendations or comments
Ben Daws	Social Studies P. E.	Adequate	Girls' P.E. American History Prob. of Dem. U. S. Govt.	Well certified in both areas. The report is incomplete with regard to class numbers. Again the classic assignment of a key area (social studies), where coaching activities can restrict opportunities for field trip and co-curricular activities related to social studies.
Robert R. Randolph	Teacher/ Supervisor	Adequate	Acadmic Admin.	Needs assistan e in developing a more flexible schedule that capitalizes on instructor expertise. Schedule times should be adjusted to tasks and course needs...study halls should be eliminated and time utilized to reduce pupil/teacher ratios, particularly in English program.

NAME	INSTRUCTIONAL AREA	PREPARATION & EXPERIENCE	ACTIVITIES	APPRAISAL/ANALYSIS
Billy Bigheart	Music	Adequate	Adv. Band String Class Begin. Band Theory Sr. Cl. Sponsor Title I Admin.	Load unrealistically low. Time divided between Title I admin. and inst. music with this limited interest perhaps a more contemporary approach (ie: string/ percussion stage band.) The classic organization of a conventional comprehensive high school in terms of music offerings should be re-examined. The potential of this instructor is not being maximized.
Willie Frank Tipton	Math	Cert. in Bus. Ed. Prov. in Math Teaching assignment should be reviewed.	Gen. Math Pre-Alg. H. S. Math Study Hall	Excellent class pupil/teacher ratio. Should offer excellent opportunity to individualize instruction providing there is a designated strategy and continuum of math. skills identified Teacher should have expertise in major field to develop these materials.
Eric W. Just, Jr.	Math (Title I)	Adequate	Gen. Math Pre-Alg. H. S. Arith. Jr. Cl. Sponsor	Noting the ideal class ratio for both Tipton and Just, I question the multiple assignments of these instructors. It would seem reducing the varied class assignments would enable each individual to refine his teaching techniques.
Vicki Walker Lea	English	Adequate	English I Make-up Eng. Study Hall 9th Grade Sponsor Newspaper Sponsor	Excellent class load, good schedule of daily activities. Opportunities here to place course on a criterion-referenced continuum. Again, the study hall is an expensive assignment to give this instructor.

NAME	INSTRUCTIONAL AREA	PREPARATION & EXPERIENCE	ACTIVITIES	APPRAISAL/ANALYSIS
Jack B. Williams	Admin.	Adequate	Superintendent Social Studies	Admin. has followed the typical path to administration. This path contains one basic weakness, background in "people management." I suggest he be encouraged to attend seminars and workshops promoting staff utilization and interaction. He is administrating to the best of his experience, but not his potential.
Marjorie Kelley	Home Econ.	Adequate	Adv. H. E. H. E. II Home Living H. E. I H. E. Club Jr. Cl. Sponsor Independent Lab.	Excellent pupil/teacher ratio gives opportunity to give individual attention. The key to any laboratory course is the personality and general philosophy of the instructor. This teacher has an excellent opportunity to engage in "ad hoc" counseling by interacting with students while they complete assigned activities. Perhaps more flexibility in the time schedule would promote these opportunities.
Vera Mae King	English Spanish	M.S. In Span. Minor in Bus. Eng.	English II Spanish I Make-up English Study Hall	Instructor is not teaching in her major. However, her experience and preparation is so varied, a particular area of expertise is difficult to identify.* There appears to be an imbalance of students for Eng. II in comparison with other skills instructors. It would appear that some reduction in student/teacher ratio here would promote more opportunities to diagnose and prescribe needs for individuals. *The form is so marked over it is difficult to trace the background of instructor.

TULSA PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
P. O. Box 45208
TULSA, OKLAHOMA 74145

Assistant Superintendent for Instruction

May 1, 1973

Dr. Henry H. Rosenbluth, Chairman
Ft. Sill ORBS Survey Team
United States Department of the Interior
Bureau of Indian Affairs
Office of Education Programs
Field Services Office
P. O. Box 1788
Albuquerque, New Mexico 87103

BUREAU OF INDIAN AFFAIRS
RECEIVED
MAY 7 1973
ALBUQUERQUE
DIV. OF EDUC. PLANNING & DEV.

Dear Henry:

I have completed the analysis of Section 10, pages 351-352. I took the liberty of waiting until April 30 to assess the data, opinionnaires were late in arriving. Collectively, 29 responses were reviewed. This number corresponds with the previous data submitted regarding staff qualification. In addition to the assessment reviewed on the following pages, I have included the categorically listing of statements. I used this listing as the assessment base.

In order to assess responses to questions A through F, I have categorized each and reduced longer statements of each respondent to a summary phrase. Then, I attempted to identify the two or three responses that seemed to reoccur and comment about these. Of course, these are general observations but perhaps they will be of assistance in diagnosing and presenting a better program for Ft. Sill.

Question A What factors contribute most to your effectiveness as a faculty member in this school?

(1) Good equipment and supplies
(2) Teacher dedication
(3) Being an Indian

Analysis A (1) I concur with the comment about supplies and equipment. During my on-site observation, I noted what appeared to be ample materials and generally an excellent teacher-pupil ratio.

(2) This response indicates a good colleagueual feeling at the teacher level. I qualify this "at the teacher level" because of some later comments about administrative support. These conflicting responses lead me to recommend that the administration reassess techniques for interacting with staff. There seems to be a communications block.

(3) This is the old "me for mine" tactic that black militants have used. I believe the multi-ethnic staff balance should be maintained to avoid inbreeding of the culture. However, the insights of the Indian staff members might better be utilized to build rapport with students since discipline seems to be a major problem. I sensed considerable autocarcy on the part of the teacher supervisor. I also noted sincerity on the part of the Superintendent. These men could benefit by expanding their management skills to become "people" manager, instead of "process" managers exclusively.

Question B What factors seem to limit your effectiveness?

(1) Lack of discipline
(2) Limited Facilities
(3) Administration

Analysis B (1) This comment seems to be woven through the responses given to various questions. The problem of discipline reflects discontent. As I have noted in earlier stages of analysis, the schedule and course organization seem most unimaginative. The schedule is a classic six by six block (almost a relic). The opportunity of alternatives in scheduling for these live-in available students and the ideal pupil-teacher ratio are basic ingredients for something more imaginative. This, coupled with more interpersonal counseling activities, would, in my estimation, improve discipline.

This schedule coupled with the Indian's low self-perception are high contributors to the problem. Performance based curricula and task-oriented schedule models are available. I suggest a task force visit some schools and develop an alternative.

(2) I don't believe the facilities are as limited as the imagination in the academic areas. However, the vocational-technical areas are far too limited to be effective. If, as some suggest, the vocations should be expanded, the first question must be where? Perhaps, some of the unused facilities could be modified. I don't believe it is realistic to expect new facilities in light of the current budget and number of students served.

(3) This complaint is typical since management always must play a regulatory role. Still, the general tone of the opinionnaires noted a lack of administrative responsiveness. My observation would be that the major roadblock is the reluctance of the teacher-supervisor to involve others in scheduling or program development. A secondary block is the Superintendent's limited experience in total management (other than operational).

Question C What changes do you recommend in order to improve your effectiveness?

(1) Improve discipline
(2) Improve facilities
(3) Involve staff

Analysis C (1) The problem of discipline again is mentioned, this time in the context of improving effectiveness. With rare exceptions, classroom management problems are created by the frustrations of the learner. While part of these frustrations may be caused by the teacher, it is unlikely that the teacher will be removed. Consequently, I reiterate the need for assessing the purpose and effectiveness of the curriculum, identity of goals and objectives, then the development of a program and schedule that will reflect individualized instruction.

Many of these students need the benefits or a more presonalized, less group-paced instruction. Their reactions to frustration (drinking, vandalism, general attitude) are their only recourses to rejecting the organization. With the exception of some individuals, the organization has prescribed a common mold for uncommon students. This tactic will result either in apathy or rebelliousness. Both of these signs are evident at Ft. Sill.

(2) Improved facilities are desirable particularly in the vocational areas. They are too small and limited. Better utilization of facilities could also be attained by modifying the schedule and resturcturing the job times for teachers on a more flexible basis. Too much is crammed into too little space in too short a school day.

(3) The involvement of the staff in decision-making and goal setting is imperative. The leadership must be taught the process of group dynamics and interaction. More professional interaction will provide support for decisions and will reduce the need for "selling." Both administrators and teachers must improve professional communications. I sensed this even in the brief time spent on site.

Question D What characteristics of this school and the community are most likely to facilitate implementation of recommendations made in question "C" above?

(1) Workshops and inservice activities.

Analysis D (1) I am not sure just how the item was described to the staff. Their responses were quite diverse, some inner school, some intra school-community. There were limited constructive responses to this question. While the use of continuing education was most often noted, the responses were quite diverse. Due to this diversity of comment, I would suggest a needs assessment based on a simplified Delphi technique as being

a "first" step. This will help to identify a common focus for the whole faculty.

Question E What characteristics of this school and community are most likely to impede implementation of recommendations made in question "C"?

Analysis E No common suggestion could be identified. The lack of administrative communication was evidenced, however, the criticisms varied. I believe this reinforces the need for implementing an assessment process. Institutional goals should be identified and specific tasks assigned. This will clarify roles and promote accountability.

Question F Individual contribution?

Analysis F Part 1 - The staff notes most satisfaction from student reactions to their teaching. I detect sincerity and empathy common to most who enter the profession. Also evident is a personal need for satisfaction. It is my opinion that those are interested, dedicated people for the most part. Limitations they see as well as the lack of any mind-expanding leadership frustrates them and doesn't maximize their potential. More involvement and communication would produce a top notch school.

Part 2 - Again, their relationship to students are most important. I believe this is as it should be. Little mention was made of other professional satisfactions such as adult interaction, leadership, or contributions to the profession. Teachers who are denied organization involvement often turn almost exclusively to their students for gratification. I believe this is evidenced and supports my earlier recommendation to involve them in decision-making.

If there is any further response necessary on my part, please let me know.

Sincerely,

B. Howell

Bruce Howell
Assistant Superintendent
for Instruction

BH:ms
Encl.

A	B	C	D
Contributing factors to effectiveness	Limiting factors to effectiveness	Recommendations for effectiveness	Community facilitators
2 Sincerity and attitude of helpfulness. Availability of student files. Image as a disciplinarian. Adherence to good learning principles. Use of instructional aides. 1 Good equipment & supplies. 2 Dedication to job. 1 Good supplies. 1 Up-to-date materials. 2 Love of students. Working relationship with others. 3 My being an Indian 2 Sincerity and availability. 1 Equipment & supplies. 3 My being an Indian and can relate. My experience. Experience as a parent. 1 Materials. Cooperative co-workers. Teacher's cooperation. 3 Being an Indian Knowing students as individuals	2 Unattractive work area. 3 Administration unresponsive to ideas. Unavailability of students. 1 Too much permissiveness. Student hostility. 2 Sharing facilities. 2 Limited physical facilities. Too many responsibilities outside of classroom. 1 Lack of discipline. Budget. Bickering of some staff. 2 Lack of facilities. 1 Lack of student attendance. 3 Admin. pre-occupied with academic courses. Lack of communication. 1 Students' attitude. Not enough knowledge of how to deal with drugs & narc. 3 Lack of staff cooperation. 3 Administration. Lack of communication. 3 Counselors & Superintendent. 2 Lack of facilities. 1 Discipline, lack of respect. 1 Lack of discipline 3 Unrealistic admin. goals. 1 Lack of control over students. Hiring & firing restrictions. Disinterested teachers.	2 Improve work areas. Admin. show interest. More communication. Training. Screening for enrollment. 3 Complete control to advisory board. 1 More disciplinary rules. 2 Better facilities. More conscientious employees. 2 Improve facilities. 2 Add physical space. More staff to handle extra assignments. 3 Involve staff in curriculum development. 1 Improve discipline. More teacher aides. 2 Improve facilities. Provide more Voc. Ed. 3 Have some direction for planning. 1 Discipline. 2 Improve facilities. 1 Improve regulations. 1 More support from Admin. A college track and a Voc. track. 1 Send discipline problems elsewhere. 3 Advance information on budget. Vocational programs.	1 Use outside consultant. 1 More summer school attendance Needs better facilities. Qualified supervisors. Pol tical influence the community may have. Convient location. Cooperation in Voc. experiences. Improve discipline. 1 Inservice & workshops. Graduate follow-up. Admin. envorce rules. School board should demand more authority

E	F^1	F^2
Being put down by admin. No finances to go to summer workshops. Student attitude. Enforced use of outmoded facilities. So many students being put in jail. Lack of money for building. Continued budget cuts. Lack of backing by admin. and parents. Low priority on building. Courses too college-oriented. Supt. too soft on chronic problems. Civil service system and control over employees. Corrupt administration (BIA) The limited activities in Lawton.	Students verbal expression. Teaching students with potential. Reaching students. Getting the right book to the right student. Talking to students. The athletci phase. Working out student's personal problems. To see student improvement. Helping students with ed. problems. Give students a chance to experience success. Personal contact with students. Knowing students. Seeing students progress. My relationship with students. Coaching. Individual counseling and teaching. Developing useful citizens. To teach students to abide by the law. To improve a student's attitude. To help Indian youth. To aid in student improvement. Working with students. To gain student's trust. Aiding students in developing a skill.	My dedication. Improving student self-confidence. Extra time I spend. Developing life-long reading habits. Music development of students. Student trust. To be a supportive adult to students. Helping Indian youth toward better citizenship. Showing that I care. Providing students with a measure of success. Encouraging and giving advice. Good logical thinking. Treating students fairly. My time and interest. Teaching. Being able to talk to students. Helping students realize they are worthwhile. Helping the student. Being sympathetic. My attitude of accepting students on an individual basis.

Individual Staff Member

Copyrighted materials on pp 91 through 97 have been removed. They may be obtained from the address given below.

© 1969 by National Study of Secondary School Evaluation, 1785 Massachusetts Avenue, N.W., Washington, D.C., 20036. All rights reserved. No part of this material may be reproduced in any form without prior written permission of the publisher.

APPENDIX H

91/98

ORBS COMMITTEE
Fort Sill Indian School
Lawton, Oklahoma
April 1973

The following comments are derived from my experience as psychiatric consultant to the Fort Sill Indian School for the school year 1972-73. There will also be observations included which derive from experience as a consultant to the Riverside Indian School, periodic contacts with Bureau Social Workers and Area Office personnel on both sides of the state, and clinical work with Indian patients and their families, including adolescents for a period of nearly two years.

The Indian boarding school occupies a unique and special position in the social scheme, a fact which has been belabored probably at great length. However, it would be well to briefly review some of these factors as they impinge on the area of mental health.

First, the boarding school sits astride a referral network of social agencies which are associated with the welfare of the adolescents and juveniles. These include the public school, the police, the courts, tribes, welfare agencies, and perhaps church groups which in each community exercise greater or lesser jurisdiction. It is my observation that the nature and quality of the contact with each of these agencies which the student and his family may experience is critical to his ultimate adjustment at boarding school. Goffman in his book, Asylums, on mental hospitals speaks of the moral career of the patient. He means by this that the patient in contact with various members of his family and agencies which expedite his referral to a mental facility often participate in a process of alientation and rejection which probably to a greater extent than his mental illness contribute ostracism and desocialization. Likewise, by comparison, when a student who is referred to boarding school, perceives or experiences his contact with caretaking agencies and members of his own family as alienating or rejecting, this experience will have significant impact on his ultimate adjustment at boarding schoool and possibly on his future life experience. Therefore, it is well to remember that the student may often arrive at boarding school with attitudes and feelings which derive largely from his experience in being processed or in some cases deselected by the network or chain or referring agencies or persons preliminary to boarding school admission. The observation that boarding school referral often occurs in the context of social disruption and family crisis further compounds the likelihood of the experience of boarding school referral being perceived by the student in a negative light.

Second, the population of boarding school students is a distinct and unique school population. It is probably in no way typical of or representative of the broader highschool population, adolescent population, at large. On the basis of some familiarity with boarding school applications on both the eastern and western sides of the state I would

make the following generalizations about the boarding school population and their families. A majority of students derive from large families, the average size probably being about 8 children. A majority of boarding school students appear to be middle children from such large families rather than either the youngest or the oldest. Customarily they were referred at about age 14 or 15. Such families generally have a low income to amount to $300.00 or less per month. Generally, both parents have 7 or 8 grades of education on average. Students who come to boarding school in a large number of cases have experienced recent academic failure in either public school or another boarding school and/or have experienced legal difficulties and contacts with police and courts in their home communities. Also students in probably a majority of cases have experienced some major disruptive event in their recent family life. This includes severe illness of the parent, death of a parent, divorce or separation, or in some cases abandonment. This means that a significant number of each admitted class arrives at boarding school suffering from a recent bereavement or traumatic separation. The implications of the above for mental health effort in the boarding schools are many and varied. My experience suggests that some traditional psychiatric techniques and methods are inappropriate and probably useless. I suggest that new methods and approaches derived in a collaborative and cooperative fashion must be evolved to meet the emotional and social needs of this rather special and unique group of students. I would summarize my recommendations as following:

1. Traditional counselling and psychiatric service will remain relevant and even urgent for a small porporation of the school population. During the course of any school year. It is likely that around two percent of the student population will become sufficiently disturbed or in psychological need to warrant the professional attention of somebody in the mental health professions. This will include brief psychotherapy, psychiatric evaluation, or the prescription of psychotrophic medication. The provision of such service will make possible the maintaining of at least some of the students in school for the continuance of their education rather than the requirement to return to their home communities where they may or may not receive professional assistance.

2. I would recommend that the informal agenda or curriculum of boarding school receive equal and commensurate attention with the formal or academic curriculum. For informal agenda, I mean those factors and influences which have been operative or important in the referral of the student to boarding school in the first place. Consequently, if social or emotional factors have been instrumental in the referral of the student to school then these must be the first addressed on his arrival. In at least some students participation, meaningfully, in the educational process must await the resolution of a psychological or emotional conflex, which have

probably been responsible for the students presence at the school.

3. My experience has been that there is a preponderance of both freshman and senior students who need or are referred for counselling. This suggests to me that the boarding school is an institution which is both hard to enter as well as hard to exit from. The reasons for this are not entirely clear, however, it would suggest to me that more services must be directed to orient incoming freshmen and prepare them for their imminent experience as well as to prepare and orient seniors for the impending changes that they face on graduation. Also it appears that students entering at semester break experience major difficulties and adjustment at boarding school and that special attention must be paid to this group in terms of their social and emotional needs on first entering the boarding school system.

4. Group work, I feel, is a vital and effective method of work with students, especially in a residental setting. This allows both adults and adolescents to move away from a teacher/student model and try out other kinds of identities in the mutual work together. It has been my experience that the customary group therapy model is not directly applicable with most work with students and this will require some modification to include some form of structure for the groups such as information-sharing, mutually decided program, or some other form of activity. However, it would have to be clear that an important purpose of the group is to attend to the behavior of each of the group members and that the group have a stable composition to meet regularly over a period of time for the evolution and enrichment of the group interaction.

5. Even though customarily not a part of the school curriculum there must be attention to the areas of drug, alcohol, sex, and family life education.

   A. Drug Education: Here attention must be paid to the social factors surrounding drug use, peer group pressures as well as legal aspects in the implication of drug use. Attention must not be directed solely to the physical or psychological characteristics of the drugs or their effects. Scare techniques or extreme examples of indifidual cases should not be used. Primary effort should be to provide information and allow students to make choices.

B. Alcohol Education: It is important in the area of alcohol to get some measure of the students current attitudes toward alcohol use and their familiarity or past exposure to alcohol use in their families and home communities. Possibly then, an effective alcohol education program could make use first of a survey of the students in their home backgrounds as to the extent of alcohol use and the attitudes surrounding its use as well as perhaps some effort on the part of the students to undertake some form of alcohol survey in the Indian community surrounding the boarding school. Since students will in all livelihood be exposed to alcohol use in their future lives the advocacy of abstience as a ethic of alcohol use is probably inappropriate. Quiet-the-contrary it may be that the development of drinking skill may be a suitable objective of any course in alcohol education. By this I mean, conveying certain direct information about the effects of alcohol on the boyd and methods of using alcohol in a socially appropriate and non-destructive manner. This may ultimately lead to discussion of and dealing with the place of alcohol in American Indian history and the elimination of stereo-typed and racilly predjucied thinking about alcohol use. Alcohol education would need to focus on both the individual and social aspects of drinking behavior and the responsibilities of an individual not only toward his own behavior but also toward others such as friends and family who drink.

C. Sex Education: Frequently, in provision of sex education to adolescent there tends to be concentration of such areas as contraception, male and female anatomy, and venereal disease. All of these are essential, however, other basic information is frequently ignored because of its emotionally sensitive quality. Sex education should therefore deal with such issues as intercourse, sexual techniques, patterns of sexual arousal, blending of passion and love, and such issues relating to sex and personality such as gentleness and forcefulness, male as opposed to female sexual behaviors, and other related issues. This kind of education should involve not only audio-visual materials such as films and film strips, but also direct discussion which allow for candid and frank sharing of infor-

mation and if needed the alteration of attitudes and values.

D. Family Life Education: Of major implication for future mental health of students would be education as to the meaning of the marital relationship and the functions of the parental role. Students should be made aware of practical issues in interpersonal realtions, particularly between spouses and parents and children, including such issues as power dynamcis in the family and developmental changes or behavior during the life cycle.

6. Staff conferences on student behavior such as already have been conducted are important vehciles for the involvement of most students and staff in planning and understanding of the deviant forms of behavior in the residence school setting. Such staff conferences need to cut across discipline lines and breakdown territorial and jurisdictional disputes between staff which often grow up around difficult students. This would be an excellent opportunity in which to invite behavioral science or mental health personnel as consultants or contributors in an effort to devise consistent plans of action and to confront individual bias on the part of both student and staff when it should arise. Constant continuing staff growth and training are important. Rather than relying upon the particular interest of visiting consultants it would be well to identify those needed characteristics and skills which are important to the resident school setting and provide for the development of thse skills through ongoing teaching and training activities located either on or preferably off the campus of a boarding school. Of paramount importance are the development of group counselling skills for instructional aides and teaching staff. In this regard it should not be taken for granted that any individual seeking employment at the boarding school comes equipped with those necessary skills which are critical in the boarding school setting. This would require careful interviewing and perhaps even testing of prospective staff of major strength and weakness. In this regard also it would be well to provide for adequate representation of adults of different ages so that students have a variety of models to choose from for their identification.

7. Since the boarding schools often represent a repository for many emotional and social problems that are not or cannot be handled by families, communities, and other agencies, the boarding school serves a critically important function in terms of evaluation and assessment. In a sense the first order of business is to find out specifically what has brought this student to school and to evaluate those areas of person-

ality function or the interpersonal setting which have lead to this referral. In the area of personality this might require one or more interviews as well as psychological testing of each entering student as well as special educational testing to uncover specific learning disabilities where that is indicated. In turn this would of course require acceptance of the concept that the boarding school serves important functions in terms of social and emotional rehabilitation. However, viewed from a mental health vantage point probably the most critical function of the boarding school is evaluation and assessment and much of this function would need to be dischcarged at the time of entrance to boarding school or shortly thereafter.

8. Finally, certain concepts in mental health education could be added either to the existing curriculum or in the form of a new course. This could include alerting students to the meaning and signifiance of symptoms of depression or suspicion, the concept of personal defensiveness in behavior and communication, and certain indicies of healthy personal and group interaction. Students could be alerted as to concepts and ideas of human development and psychological change in personality growth during the life cycle and periods of particular vulnerability or stress. This might have special benefit of introducing the students to the concept of mental health and removing or diminishing the degree of foreignness or strangeness to mental health.

These remarks only in part reflect the gravity of the task that I see the boarding schools performing. While the boarding school becomes the focus for weighty and major social problems, its peculiar position to society provides an enormous opportunity for major assistance to students at a time of great flux and change.

David L. Larson, M. D.

David L. Larson, M. D.
Area Psychiatric Consultant
Oklahoma City Area Indian Health Service

IDENTIFICATION OF MAJOR NEEDS IN 1971

PROGRAM REVIEW

1. All classrooms are substandard.
2. The School Plant needs additional buildings such as administrative offices, materials center, auditorium, gymnasium, language laboratory, music rooms, parking lots.
3. A need exist for a comprehensive plan for orienting, training, and re-training of all employees to become a part of the team and to understand their particular job.
4. The school employees need to cooperate effectively with one another and with Indian students, parents, traveling representatives, and professional organizations that are interested in similar endeavors.
5. The curriculum is in need of close scrutiny so as to be more practical and meaningful.
6. The vocational guidance and counseling services need to be expanded and intensified.
7. The Advisory School Board was recently organized and is in need of training.
8. The out-of-class activities and recreation program is not fully developed. There is a need for a full time director and staff for recreation and out-of-class activities.
9. The out-of-class program is not meeting the needs of the student's problems.
10. There is a need for more effective coordination between departments.
11. A need exists for improvement in the morale of staff and students at the school.
12. The student council is in need of responsible leadership and has not functioned effectively.
13. There is a need for more effective administrative practices. A state of hostility exists among administrative and staff members.
14. There is a need for an effective manner in which to calm climate of unrest which prevails throughout school system.
15. There needs to be a more meaningful correlation between the stated school philosophy and reality.
16. The gap of cooperation and understanding needs to be closed between the school and Public Health Service.
17. There is a need for a better student canteen as present facilities is inadequate.
18. The grade policies of the academic department are in need of uniformity.
19. There is a noticeable need for the improvement in involving the local community.
20. The telephone system is in need of improvement as the present system is antiquated.

MAJOR RECOMMENDATIONS IN THE 1971 PROGRAM REVIEW

1. The Area Office and Central Office take immediate administrative steps to correct deficiencies in the school's administration.
2. The Central Office provide immediate assistance to the Area Office in facilitating necessary corrective action.
3. The Central Office specialist in curriculum and pupil personnel services provide immediate consultative services to improve the school program.
4. The School Superintendent initiate immediately a program of student involvement in planning and implementing programs.
5. The responsibility of the kitchen operation be separated from the Home Economics Department and the Home Economics teaching personnel be placed within the academic department.
6. Action be initiated to establish a more efficient telephone communication system, including a tie-in with the Federal Telecommunication System, if feasible.
7. The school philosophy and curriculum be re-evaluated as to relevency to student's developmental needs.
8. A Quarters Committee be established to assist school superintendent in making housing assignments.
9. The school establish a working relationship with USPHS which is mutually satisfactory and the school establish a School Health Committee.
10. The student handbook be updated.
11. The School Superintendent and staff implement the following: (a sampling of 36 specific recommendations)
    (1) to expand the out-of-school recreation program and add appropriate recreation specialist
    (2) to obtain a working student council
    (3) to move the student canteen to the basement of the dining room
    (4) to provide workshops for instructional aides, night attendants, and guards
    (5) to align counselors more closely with the academic department
    (6) to involve more staff in program planning
    (7) to acquire more supplementary instructional materials
    (8) to set up a more realistic class schedule
    (9) to fill the position of principal and restrict his duties to that of a Director of Learning
    (10) to make use of the community in educational and cultural areas
    (11) to establish a uniform grading system
    (12) to provide more electives on a 1/2 credit basis
    (13) to have qualified guidance personnel in charge of the testing program
    (14) to establish a better community relationship with the town of Lawton
    (15) to institute immediately an audit of student council funds

AMERICAN INDIAN MOVEMENT TAKE-OVER AT FORT SILL INDIAN SCHOOL

October 2-3, 1972

Background

On October 3, the student population was 265. The School Board represents the following seven tribes: Comanche, Kiowa, Kiowa-Apache, Caddo, Wichita, and Delaware. The Comanche and the Kiowa represent approximately 50% of the student population. An additional 20% come from the Northwest area, including Umatilla, Nez Perce, Warm Springs, Colville, Billings Area and Yakima. The remaining represent other areas of Oklahoma and Kansas.

Two years ago representatives of two tribes and a small faction of employees indicated that they wanted four Fort Sill staff members removed because they were insensitive to the needs of Indian students. The four were: the Superintendent, the Administrative Officer, the Academic Head, and a Teacher. The Superintendent was removed, went on sick leave, and finally retired. The Administrative Officer transferred to a position in an Area Office. The other two staff members remained. However, since that time, the teacher resigned his position and moved from the state. Of the four, the Academic Head is the only staff member of the original four remaining at Fort Sill Indian School.

One year ago, a new superintendent was named. The feeling remained among two or three staff factions that the Academic Head should be removed. The president of the Parent-Faculty Council spearheaded a move to have both the the new superintendent and the Academic Head removed.

Recent Developments

On October 2, a school board representative contacted the superintendent to inform him that he had learned from a tribal leader that a member of the Parent-Faculty Council had traveled to Ponca City to meet with the Oklahoma AIM Director. The tribal leader feared that there might be an incident at Fort Sill. On October 2, AIM representatives did appear at Fort Sill, organized a group of about 35 students, broke into the administration building and took it over. Someone on the staff called the police who arrived at the school and arrested one student and three AIM people. AIM questioned the legality of non-Federal police operating on Federal grounds and the police left. Oklahoma AIM representatives, the Parent-Faculty member, and the students met with the school superintendent and agreed to a meeting the next day with tribal leaders, school board members, and student representative. They remained in the building overnight.

On October 3, 1972, eight to ten students, AIM representatives, the Parent-Faculty president and the school board met to discuss student grievances. The superintendent was also present. Outside the general allegations concerning non-Indian staff members insensitivity to Indian students needs, the specific grievance raised was that the students wanted "unstricted privileges to come and go on evenings and weekends." The meeting ended in a stalemate.

Later that afternoon the group reconvened and included leaders from the seven tribes. The AIM representatives, Parent-Faculty representative, and the students said they would continue to occupy the building until the superintendent and the Academic Head were removed. Tribal leaders were split on the issue. The Area Office position was that the BIA would act on the recommendation of the school board and tribal leaders. Area Office officials said the Bureau could not fire or move a Civil Service employee without specific formal charges. The Student Body President then said they would continue to occupy the administration building until the two men were removed or the School Board recommended putting the men on administrative leave. The School Board and the tribal leaders so recommended and the group left after agreeing to clean up the building. Those employees whose duty station is in the occupied building did not enter the building as the entrance was barred by AIM representatives. They were placed on administrative leave on October 3. Immediately prior to their leaving, the Assistant Area Director asked all the groups involved for their recommendations for replacements for the superintendent and the Academic Head. Recommendations for replacements were made and followed.

On October 4, school resumed. U.S. Marshals and FBI agents came on campus to insure that the administration building would not reoccupied. The Acting Superintendent and Acting Academic Head had several meetings with staff and students. The FBI and Assistant Area Director assessed the damages to the building and determined that they were minor. It appeared that no equipment was missing.

A committee was formed consisting of: 1 student, 1 inter-tribal council member, 1 staff member, 1 Area Office representative, 1 school board member, and 1 parent. The purpose of the committee was to investigate the allegations brought against the administration of the school. After the review of allegations brought against the administration, the committee submitted a report to the Area Director.

On November 14, 1972, the Advisory School Board met in a special session at Fort Sill Indian School to discuss the findings of the special committee. At that time, the school board voted to re-instate the superintendent and the Academic Head.

NEWS REPORTS

1. DORM LIFE STRICT AT INDIAN SCHOOL - Girls Follow A Firm Schedule.
   The Lawton Constitution, 10-11-64

2. INDIAN SCHOOL UNVEILS BIG BUILDING PROGRAM -
   A $3,750,000 building program master plan for the next four years for Fort Sill Indian School was unveiled Saturday by Bureau of Indian Affairs officials. Two student residences, each to house 128 students, and ten new staff residences are included in the first phase. 1967 finish is seen.
   The Lawton Morning Press, 2-6-66

3. 20 WORKING FULL TIME ON NEW INDIAN DORMS - Completion Expected Next October.
   The Lawton Constitution, 1-29-67

4. INDIAN SCHOOL WILL GRADUATE 78 SENIORS -
   Class officers include Thursa Peheahsy, president; Woody Begay, vice-president; and Mary Lou Paddock, treasurer-secretary. The school has approximately 250 students representing 35 tribes from all sections of the United States. It is operated by the Bureau of Indian Affairs.
   The Lawton Constitution-Morning Press, 5-14-67

5. FORT SILL INDIAN SCHOOL, ESTABLISHED IN 1871, HAS CHANGED AND GROWN THROUGH THE YEARS -
   The Lawton Constitution-Morning Press, 1-5-69

6. INDIAN YOUTH, 16, JAILED IN DEATH OF SCHOOLMATE -
   Vernon Hurst, 16-year old 10th grader at Fort Sill Indian School, was stabbed to death about 6:30 p.m. Sunday on the north edge of Lawton during what police described as a beer party involving three boys and three girls, all students at the Indian boarding school.
   The Lawton Constitution, 11-13-67

7. INDIANS TIP BIG PASTURE TO SET RECORD -
   Fort Sill Indian School defeated Big Pasture, 26-24, Friday night, marking the first time in the school's history that FSIS has won four (football) games in a single season.
   The Lawton Morning Press, 10-26-68

8. FSIS, LONGHORNS TOP 100 -
   Fort Sill Indian School and Fort Cobb, two of the area's four 100-point club members, did it again Tuesday night. FSIS, paced by Wayne McCraigie's 41 points, bombed Central, 106-69. FSIS and McCraigie set records in the rout of Central. The 106-point total was the largest in the FSIS history, and McCraigie's 41 - he scored 34 in the first half - was a personal high.
   The Lawton Morning Press, 2-5-69

9. BOYS ALL-AREA BEST EVER -
Norman Russell, the towering giant who led Mt. View to its first state basketball championship, and Wayne McCraigie, the sharp-shooting guard at Ft. Sill Indian School head the 1969 Constitution-Press All-Area basketball team. Don Williams, FSIS, was also named to the All-Area team. Linda Boyd is the first guard from FSIS ever to receive All-Area acclaim on the girls squad.
The Lawton Constitution-Morning Press, 3-16-69

10. FSIS PLANS BIG CENTENNIAL CELEBRATION -
Fort Sill Indian School (FSIS) is 100 years old this year, and it plans to do a lot of celebrating. Pow-wows, parades, princesses and parties will head the centennial calendar as birthday activities officially get under way next week.
The Lawton Morning Press, 9-2-70

11. FT. SILL INDIAN SCHOOL TO OBSERVE 100TH YEAR -
Fort Sill Indian School will have its 100th anniversay celebration at Lawton, Oklahoma, April 30 and May 1.
The Toppenish Review, Toppenish, Washington, 4-28-71

12. HEARD ON WAY OUT AS DIRECTOR OF FSIS -
A new superintendent for Fort Sill Indian School will probably be named in the next few weeks to replace Talmage Heard. A petition calling for the ouster of Heard and three other school officials, all non-Indians, was filed last January with the Bureau of Indian Affairs in Washington.
The Lawton Constitution, 8-31-71

13. NEW SUPERINTENDENT TAKES UP HIS DUTYES AT FORT SILL INDIAN SCHOOL -
Jack B. Williams, former chief education officer at the Eastern Navajo Agency at Crownpoint, New Mexico, has been named superintendent of Fort Sill Indian School.
The Lawton Morning Press, 10-7-71

14. FORT SILL INDIAN SCHOOL TO BECOME NATION'S FIRST ALL-INDIAN ROTC UNIT -
Representatives of the U.S. Army and the Bureau of Indian Affairs will attend a ceremony Friday at the Fort Sill Indian School marking the presentation of the contract for the first Army Junior Reserve Officers Training Corps (ROTC) unit in the nation to an all-Indian school.
The Lawton Morning Press, 8-29-72

15. INDIAN MILITANTS OCCUPY FSIS BUILDING; 3 JAILED -
A group of at least 40 protestors, including at least 10 members of the American Indian Movement (AIM) from outside Lawton, took over the Administration Building at Fort Sill Indian School Monday night and still occupied it at noon today.
The Lawton Constitution, 10-3-72

16. SCHOOL SIT-IN ENDS; FT. SILL SUPERINTENDENT & PRINCIPAL ON "LEAVE" -
Probe slated as militants air complaints.
The superintendent and principal at Fort Sill Indian School were placed on administrative leave late Tuesday pending an investigation into Indian unrest.
The Daily Oklahoman, Oklahoma City, 10-4-72

17. FSIS TAKEOVER COULD HAVE BEEN PREVENTED? -
The takeover of the Fort Sill Indian School Administration Building Monday night by 40 militants could have been prevented, but police hesitated to clear the building due to apparent doubts regarding their jurisdiction, the school superintendent said today.
The Lawton Constitution, 10-5-72

18. SCHOOL OFFICIALS RETURNED TO JOBS -
Jack Williams, Superintendent, and Robert Randolph, Teacher-Supervisor, both at Fort Sill Indian School, have been re-instated in their posts at the school.
The Anadarko Daily News, Anadarko, Oklahoma, 11-16-72

19. FT. SILL SCHOOL RE-INSTATES 2 -
Two educators were reinstated at the Fort Sill Indian School by an advisory board Wednesday.
The Daily Oklahoman, Oklahoma City, 11-17-72

20. CAROL GOES ON WARPATH, SETS COUNTY POINT MARK -
Fort Sill Indian School's Carol Martinez has established a new one-game individual scoring record for county tournament action. Despite Fletcher's defensive efforts - and coach Milton Moore tried everything he could think of - Martinez shot over, through, and under the Wildcats for 50 points. A year ago she scored 62 points against Riverside to tie the all-time area record for one game, set in 1967 by Broxton's Judy Callahan.
The Lawton Constitution, 1-17-73

FORT SILL INDIAN SCHOOL
MONTHLY ENROLLMENT FOR 6 YEARS - 1967-73
(Figures do not include Peripheral Dormitory Program)

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1967-68										
Enrollment	204	248	251	252	252	267	271	272	272	272
Membership	204	244	241	230	226	219	217	216	209	209
1968-69										
Enrollment	157	240	250	256	257	268	274	275	275	275
Membership	157	229	229	223	219	212	216	207	200	199
1969-70										
Enrollment		214	234	241	243	259	265	289	289	289
Membership		210	214	196	191	186	186	183	183	183
1970-71										
Enrollment		257	267	273	274	288	293	296	297	298
Membership		232	212	204	196	187	178	179	179	177
1971-72										
Enrollment		255	256	256	259	281	320	323	323	323
Membership		234	225	205	205	195	203	191	184	177
1972-73										
Enrollment		239	248	251	254	281	282	284	284	
Membership		225	204	200	186	186	179	173	166	

United States Department of the Interior

BUREAU OF INDIAN AFFAIRS
ANADARKO AREA OFFICE
P. O. Box 368
Anadarko, Oklahoma 73005

IN REPLY REFER TO:

Memorandum

To: Dr. Henry H. Rosenbluth, Chairman
Ft. Sill ORBS Survey

From: Dr. Aaron Dry, Member
Ft. Sill ORBS Survey

Subject: Application Procedure for North Central Accreditation

Mr. J. D. Giddens, Chairman, North Central Committee of Oklahoma, states that the following procedures for a state accreditated school are to be followed in applying for North Central Accreditation:

1. Superintendent contacts Mr. Gibbens at the State Education Department's Instruction Division, 3033 North Walnut Street, Oklahoma City. Phone number is 521-3333.

2. At the Superintendent's request, Mr. Gibbens will make a one day visit at Ft. Sill School and evaluate certification and qualification of instructional staff, teaching materials and equipment, classrooms and all other facilities related to instruction. After this preliminary evaluation of instructional program and facilities, he will determine if the school has potential to meet North Central standards.

3. If State Chairman approves, Ft. Sill can begin Self Study either this spring or next September. North Central requires at least six months to complete the study.

4. The first two items of the Self Study are: School Philosophy and Objectives and School and Community.

5. The third and final part is the Self Study involving Teachers, Administrators and School Board. This requires several months to complete.

6. After completion of the Self Study, an Evaluation Team will be selected by the State Chairman to conduct a two to three day visit for a thorough evaluation and

and audit of the Self Study report and a thorough on-site evaluation of the total instructional program.

7. The North Central team makes a report of findings and recommendations to the State Committee and this report is sent to the National Headquarters for examination and final approval.

In my opinion, Ft. Sill School would have little difficulty in meeting North Central Standard. North Central Accreditation would assist the school in improving instruction and would benefit the students and the total program.

Attached are pamphlets retating to North Central Accreditation.

Aaron Dry

Dr. Aaron Dry, Member
Ft. Sill ORBS Survey

ALL STAFF ORBS MEETING

Dr. Henry Rosenbluth, Chairman, ORBS (Off-Reservation Boarding School) Committee, opened the meeting. He introduced the following members of the committee:

Eddie Lara, Chairman of the School Board
Carlotta Harjo, Student, Ft. Sill Indian School
Aaron Dry, Asst. Area Director (Education), Anadarko Area Office
Judy Connywerdy, Dir. of Dorm Operations, Fort Sill Indian School
Berklie Perico, Haskell faculty
Jack B. Williams, Superintendent, Ft. Sill Indian School

Dr. Rosenbluth explained that the ORBS project has its own budget. ORBS is an activity that is requested by School Boards or Administration of a school. It is a constructive type of activity in that it hopes to look at the direction in which the school is going. It is primarily constructive and is not critical. The final report that will be presented will be available to the faculty in its entirety. The report will be given to the School Board on the 27th of April.

ORBS will point out to the School Board whether or not Fort Sill School program seems to be moving toward the goals that have been established by the people who support this school.

Mr. Eddie Lara gave the background on how ORBS was requested to make this evaluation. Mr. Lara stated that it would be up to us to work with Mr. Williams and the School Board to carry out the ORBS recommendations. Mr. Lara stated that we are looking for a direction, and that when the ORBS report is received, we will know our direction.

Dr. Rosenbluth stated that a questionnaire was drafted by one of our faculty which will be sent to parents, faculty, and tribal representatives.

Dr. Dry added that one of the most important items of the ORBS evaluation is the questionnaire. The questionnaires will be interpreted by an outside party, George Underwood of Tulsa, a Certified Public Accountant.

Mr. Williams will invite a North Central accreditation representative to Ft. Sill for the purpose of obtaining North Central accreditation for our school. Very few schools in our area have this accreditation. An evaluation team of about thirty members from various places will evaluate our school and make a report for this accreditation.

Mr. Williams stated that several people have been here on the ORBS study. Mrs. Jan Jacobs, Albuquerque, was here this past week and evaluated the recreation program. Mr. Vern Shook, PPS Director from Albuquerque, will be here March 27 to evaluate the home living area. Mr. Williams emphasized that these people are not here to criticize. Mr. Frank Lata, School Facilities Office in Albuquerque, will be here March 20 to take a tour of our school facilities. Mr. Bruce Howell, Assistant Superintendent of Tulsa schools, was here evaluating administration and school board functions on March 8. Superintendent Lloyd New, Institute of American Indian Arts, will be visiting and looking at our Fine Arts area and will make suggestions. When a date is set by Mr. New, personnel will be notified. Mr. Berklie Perico, who is here today, will evaluate the Academic portion of the program.

Mr. Williams requested that time be arranged in class so that teachers can spend as much time with evaluators as possible during their visit. Mr. Don Ahshapanek, Math instructor from Haskell, will be evaluating the Math and Science areas. Mr. John Downs will be evaluating the Language arts and Social Studies areas of the curriculum. These various academic sections will be evaluated on March 27 and 28. We are also asking Haskell for an evaluator for the Business Education area. Mr. Charles Burnett, student accounting and admissions, will visit and evaluate in the area of absenteeism and dropouts.

Mr. Williams emphasized that this survey has absolutely nothing to do with anyone's job being abolished or anything of this nature.

The evaluation team will be meeting March 27-30 and April 17-19.

The final draft of the ORBS report will be presented April 27.

Mr. Lara stated that the School Board will try to implement every action that the ORBS team comes up with.

Dr. Rosenbluth stated that if anyone wanted to make any inquiry or comment to him personally, his address is as follows:

Dr. Henry Rosenbluth
Indian Education Resources Center
P. O. Box 1788
Albuquerque, New Mexico 87103

All inquiries made to him personally will be kept confidential.

Questions were called for and they were answered by Dr. Rosenbluth.

Meeting adjourned.

CURRENT ENROLLMENT, WITHDRAWALS AND MEMBERSHIP

ANADARKO AREA - MARCH 31, 1973

	Authorized Enrollment	Enrollment (To Date)	Withdrawal * (To Date)	Membership (Current)
Chilocco	350	460	169 = 36.7%	291
Concho	256	353	117 = 33.1%	236
Ft. Sill (Regular)	256	284	111 = 39.1%	173
Ft. Sill (Peripheral)	40	32	13 = 40.6%	19
Riverside	310	401	126 = 31.4%	275
(Sub-Total)	1,212	1,530	536 = 35%	994
Haskell (Second Sem. Only)	1,080	966	88 = 9.1%	878
TOTAL	2,292	2,496		1872

* Withdrawals includes transfers, drop-outs, and expulsions.

ILLUSTRATION 1

Contract No. _____

Agreement by and between the _____ Tribe of _____, _____, and the United States Department of the Interior, Bureau of Indian Affairs, for the education of Indians in the _____ school district.

This agreement, made and entered into this _____ day of _____, pursuant to 62 IAM 17, by and between the _____ Tribe, duly authorized to so contract and hereinafter referred to as the contractor, and the United States Department of the Interior, Bureau of Indian Affairs, acting through the Commissioner of Indian Affairs or his designated representative, hereinafter referred to as the BIA.

WITNESSETH

Article I. The contractor agrees:

1. To provide education for all eligible Indian children, residing in the aforementioned school district, who are not otherwise adequately provided for.

2. To provide educational services (basic and special when necessary) and requisite supporting services (feeding, transportation, quarters, health services and safety, and plant management) in keeping with State requirements and the educational needs of the children to be served.

3. To secure regular attendance of Indian children in the school district in accordance with the tribal code and the laws of the State and regulations promulgated by the Secretary of the Interior.

4. To provide enrollment data - names, ages, grades (or groups) - upon which to base this contract.

5. To submit to BIA budget estimates at least 18 months in advance and other reports as requested.

ILLUSTRATION 1

6. To include for consideration in justifying funds under this contract only eligible Indian children, who are one-fourth or more degree of Indian blood and whose parents live on tax-exempt Indian-owned land.

7. To provide necessary supervision of instruction and the development of curriculum.

8. To observe United States Civil Service, Departmental, and Bureau regulations concerning civil service employees.

9. To cooperate with the BIA in providing the best possible education program for their Indian children.

Article II. The BIA agrees:

1. To pay to the contractor for carrying out the program(s) agreed upon, the amount of _____ dollars ($_____).

This is based on

(a) _____teaching units of _____ pupils each at $_____per unit for a total of _____dollars ($_____).

(b) Other special consideration (specify):

2. To continue its teacher recruitment program and education staffing function in behalf of this contractor.

3. To visit schools and provide consultation and evaluation services which will enable them to carry out their Congressional obligations for the education of Indian children.

4. To continue this contract on an annual basis (renewable each year) so long as it is mutually satisfactory to the contractor and the BIA.

ILLUSTRATION I

Article III. The contractor and BIA agree:

1. This agreement is for the 19 _____ - 19_____ school year and all operations under this agreement shall terminate June 30, _____.

2. The obligations of either party under this agreement are contingent upon appropriations being made by the Congress of the United States.

3. This agreement may be changed and/or amended by written mutual consent of the contractor and the BIA. It may be terminated by either party for cause at the end of the current school year covered by this contract.

Article IV.

In addition to the terms and conditions specified in Articles I, II, and III of this agreement, the contractor agrees that the general conditions set forth hereafter shall be incorporated herein and made a part of this agreement.

In connection with the performance of work under this contract, the contractor agrees not to discriminate against any employee or applicant for employment because of race, religion, color or national origin. The aforesaid provision shall include, but not be limited to, the following: Employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination, rates of pay or other forms of compensation; and selection for training, including apprenticeship. The contractor agrees to post hereafter in conspicuous places, available for employees and applicants for employment, notices to be provided by the contracting officer setting forth the provisions of the nondiscrimination clause.

The contractor further agrees to insert the foregoing provision in all subcontracts hereunder, except subcontracts for standard commercial supplies or raw materials.

ILLUSTRATION I

No member of or delegate to Congress, resident commissioner, Tribal Officer, or school board members, shall be admitted to any share or part of this contract, or to any benefit that may arise therefrom (except for the school board travel expenses indicated in the budget); but this provision shall not be construed to extend to this contract if made with a corporation for its general benefit.

The contractor warrants that no person or selling agency has been employed or retained to solicit or secure this contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, excepting bona fide employees or bona fide established commercial or selling agencies maintained by the contractor for the purpose of securing business. For breach or violation of this warranty the Government shall have the right to annul this contract without liability or in its discretion to deduct from the contract price or consideration the full amount of such commission, percentage, brokerage or contingent fee, and bring suit to recover such funds.

In WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed the day and year first above written.

School Board _____

By:_____
Title:_____

United States Department of the Interior
(Bureau of Indian Affairs)

By:_____
Title:_____